



OECD-Scotland Education Policy Review

A background report by the Scottish Government

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This background report has been prepared by the Scottish Government. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

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EXECUTIVE SUMMARY

1. The Scottish Government and its partners in the development and implementation of Curriculum for Excellence (CfE) welcome the opportunity to gain valuable advice from the OECD regarding the Broad General Education phase of this major reform programme. Consideration is being given to a follow-up Review in 2018, which will allow further evaluation of the impact of CfE across the Senior Phase as a whole.
2. Scotland has a good and improving education system. We have a far-reaching and long-term plan for education in the form of CfE, which has been the best part of a decade in the making and commands widespread support, both politically and from across the education system. We recognise, however, that our system needs to continue to improve to deliver our ambitions of both excellence and equity in achievement for all of Scotland's young people.
3. The CfE reform programme should not be seen in isolation. Concurrent reforms in Early Years education and childcare as well as teacher education have also been taken forward, with a view to underpinning and maximising the opportunities CfE gives our children and young people. We are also working to strengthen the links between CfE and our approach to developing Scotland's young workforce. One common aim of these reforms is to raise attainment for all our learners, and in particular, to address the link between school achievement and a young person's personal and family socio-economic circumstances. This is underpinned by the Getting it Right for Every Child approach (GIRFEC), which is a national holistic approach to improving the wellbeing of children and young people.
4. School and pre-school education in Scotland is administered by 32 Local Authorities through their statutory role as Education Authority set down in the Education (Scotland) Act 1980. Some of the principles of CfE are already present in the legal framework. For example, the 1980 Act requires education to be tailored to "age, ability and aptitude", and the Standards in Scotland's Schools etc. Act 2000 requires schools to develop the "personality, talents and mental and physical abilities of children and young persons to their fullest potential". Similarly, the Education (Additional Support for Learning) (Scotland) Act 2004 sets out the support that should be in place for learners with additional support needs and the presumption that they will be educated in mainstream schools.
5. However, the curriculum in Scotland is not usually developed through legislation, historically being the subject of a consensual approach, with some national support for locally delivered education. Unlike other parts of the United Kingdom, schools are not financed separately but receive their funding from their Local Authority. This means that there is scope for local flexibility and determination of priorities, other than where national staffing conditions of service or national agreements pertain.
6. The funding climate remains challenging, as the Scottish Government has experienced a real-terms cut in United Kingdom budget allocations since 2010-11. The Scottish Government has sought to provide a degree of protection for local government, due to the vital services they provide, including flat-cash allocations with additional funding for new responsibilities, meaning that the percentage of revenue that Local Authorities spend on education has been largely maintained. The Scottish Government has also provided direct funding to ensure the support and development of CfE.
7. Real and active partnerships are the hallmark of the Scottish education system, with CfE being a good example of how partners representing different stakeholders come together to plan, implement and monitor progress. A Management Board, with stakeholder representation from a wide range of parties, has overseen these tasks ([paragraph 3.47](#) outlines membership). The CfE journey has been closely followed, not just by those directly involved, but by a wide range of the population

and the press and media. The Scottish Parliament has, through its Education and Culture Committee and debates in the Chamber, maintained a relatively very high degree of interest in the reform programme.

8. Data is already collected at different levels in the system that supports the ongoing monitoring and evaluation of CfE. With the increased focus on tackling the educational attainment gap between the most and least disadvantaged children in Scotland, there is a greater need for consistent evidence and data, particularly across the Broad General Education phase, in order to provide information on progress and impact across the education system and support further improvement.

9. A continuing challenge for the education system is to improve equity in educational outcomes for all learners, by reducing the attainment gap between the most and least disadvantaged. CfE plays a crucial role in addressing this, particularly as it is designed to provide appropriate support to students of all backgrounds. Getting it Right for Every Child and the Scottish Attainment Challenge particularly reflect the wider efforts being made to address the attainment gap. Indeed, the continuing attainment gap has been given an extremely high priority within the current programme of government, both as an issue itself in education and as part of the aim to tackle the wider inequalities that exist within Scottish society.

10. A key priority for the Scottish education system is to promote excellence across the system. At all levels, the system needs to be continuously striving to appropriately challenge all learners to ensure the best possible outcomes. This has become even more crucial given a global economy that places significant emphasis on the ability of individuals to effectively and rapidly acquire different knowledge and skills. The challenge of today's economy is a key driver behind our programme for equipping learners for the labour market, set out in *Developing Scotland's Young Workforce*. We aim to promote a rich blend of learning that includes vocational options, with employers involved in shaping young people's education and understanding of work. Ultimately, young people should be equipped to make informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors and that process should begin through their Broad General Education.

Curriculum for Excellence

11. CfE had its origins in a national debate on education sponsored by the Scottish Government of the day. The existing senior secondary curriculum had been planned in the 1970s, and was increasingly questioned in terms of relevance of approach and outcomes for learners. Issues of age and stage transition had to be addressed, as did concerns over some of the prescription in the "5-14" curriculum that had been introduced in the late 1980s. As a consequence the CfE reforms got underway in the early part of the new millennium.

12. CfE is a 3-18 curriculum aimed at allowing all learners to progress through a vibrant set of learner experiences aided by teachers and educators who are encouraged to innovate and to place active pedagogy at the heart of their profession. Learners complete Broad General Education between the ages of 3-15 before entering the Senior Phase to complete their journey through school education. The Broad General Education phase is the primary focus of this review, as the first cohorts of learners are still undertaking the Senior Phase.

13. Through this approach, Scotland's young people should develop the four capacities of CfE: "successful learners, confident individuals, effective contributors and responsible citizens". A series of policy documents, prepared through the collaborative approach outlined above, set out the broad parameters of CfE, with schools and Local Authorities encouraged to innovate and find local

approaches to planning and delivering the curriculum. A general aim however, was to see educational attainment increase locally and nationally.

14. A review of approaches to assessment and qualifications has also been part of CfE, with teachers encouraged to plan their assessment practices cohesively alongside their pedagogy using a variety of approaches. The new National Qualifications, prepared by the Scottish Qualifications Authority (SQA), had their first candidates in 2014 and will be fully implemented by 2017. Unsurprisingly, the new qualifications framework has seen much interest and comment, but the indications are favourable, at this stage, in terms of their rigour, consistency and standard.

15. National curriculum assessment and qualifications reform programmes, such as CfE, are challenging in many respects, particularly for teachers, parents and carers, and employers. Politicians, national and local leaders, representative bodies, and a range of individuals have all been involved in the planning, resourcing, and delivery of CfE. A variety of communications and engagement activities have been and continue to be deployed, many with the direct involvement of parent representatives.

16. While a range of national resources has been developed, a considered decision was taken not to produce a set of national teaching and assessment documents for all aspects of the curriculum, thereby encouraging local innovation. However, a great deal of professional development opportunities have been provided.

17. Recognising the links to teacher education, the Scottish Government in 2010 accepted in full the report, *Teaching Scotland's Future*, which recommended significant improvements in teacher education and which have been led by an [implementation board](#). This concurrent reform programme, deliberately planned to underpin the vision of CfE, is having a considerable impact already, including the establishment of the Scottish College for Educational Leadership.

18. Despite its long gestation, CfE is still the subject of much interest and ongoing development. In many respects the programme should continue to be dynamic and see changes and improvements, responding to evaluation but also to changing circumstances.

How can the OECD help us?

19. We welcome the opportunity for external review of this major programme that is affecting the lives of learners, teachers, educators as well as parents and carers. We believe there are already very positive signs of real improvement in opportunities and educational outcomes for young Scots. As well as the opportunities given by CfE to provide tailored learning to each child, GIRFEC and Early Years education and childcare reforms help to address the need for early intervention and support in learning, especially for the most vulnerable. This should contribute to meeting our greatest challenge: improving the educational attainment of those children and young people living in challenging situations. The issue of improving educational attainment is something our First Minister has highlighted as being among the foremost in our priorities.

20. At this stage, more than a decade on, with a cohort having completed their journey through Broad General Education and now in the Senior Phase, it is a good time to reflect and take stock of the views of external experts in the field of international education. The OECD are well-placed to provide us with advice to continue to improve our education system.

21. The challenges that we identify in the report are to be found in many education systems. We believe the overarching challenges that face the Scottish education system are achieving **excellence**: attaining high levels of performance for learners across the system and **equity**: ensuring that high performance is equally to be found amongst all groups in society. To make advances in our

performance and equitable outcomes, we need to use **appropriate evidence and data** to know how our system is performing in order to drive further improvement.

22. Identifying and collecting the right range of evidence requires careful consideration; however, of most importance is building a *culture* whereby data is understood, accepted and used effectively at all levels in the system to ultimately drive improvement. Secondly, we need to ensure that data and evaluation supports the system to deliver its full range of aims and objectives, and does not focus on a limited number of selected areas. We are keen to learn from the best international practice in this area.

CHAPTER 1: THE NATIONAL CONTEXT

The purpose of this chapter is to briefly outline the broad economic, social, demographic, political, and cultural developments that shape the challenges facing the school system. It is intended to provide the context for the more detailed discussion in later chapters.

Present the economic and social background of your country, with a special emphasis on the main economic and labour market trends that have implications for the education system. You can also develop on regional economic performance differences and future economic prospects for Scotland, as well as the evolution of the proportion of low income households and multiple deprivations.

The economic and social context

1.1. The structure of Scotland's economy is similar to the United Kingdom and most other advanced economies. Services account for the bulk of output and employment (around 70 per cent and 80 per cent respectively). Key sectors in Scotland's economy include: the oil and gas sector and related activities; education; food and drink; energy (particularly a growing renewables sector); financial services; tourism; life sciences; and creative industries¹.

1.2. There are key regional differences in the structure of the economy. For example, in Edinburgh the financial services industry plays a key role, accounting for around 35 per cent of employment. Meanwhile, in Aberdeen it makes up less than two per cent of employment, with production industries (primarily the oil industry) accounting for a large proportion of employment (41 per cent). Manufacturing has suffered from a decline similar to those experienced in many other developed economies over the past forty years. Nevertheless, the shift from manufacturing to services has been less pronounced than in many other industrialised economies, with manufacturing accounting for a fifth of output in the Scottish economy.

1.3. Scotland's economy currently has a number of underlying strengths and one of these is a highly skilled workforce. There is a higher proportion of Scotland's population aged 16-64 with degrees and HNC/HND-level qualifications than in any other United Kingdom country. The Scottish workforce includes more than 800,000 university graduates (24 per cent of all employees), an increase of 55 per cent since 2004.

1.4. Scotland continues to enjoy a solid recovery from the global economic crisis which began in 2007 (see Figure. 1.1 below). While some uncertainties remain around the overall balanced nature of the recovery and its sustainability, growth is forecast to continue at a relatively brisk pace for the immediate future. The Scottish economy grew by three per cent in 2014 (United Kingdom 2.6 per cent) with 0.6 per cent in the third quarter (United Kingdom 0.8 per cent)². It is just nine per cent of the size of the United Kingdom economy, although with the inclusion of Scotland's geographical share of oil, the size of the Scottish economy increases by around fifteen per cent³. In comparison to the other 34 OECD nations, Scotland's GDP per head (including oil) compares favourably, ranking at number 14⁴.

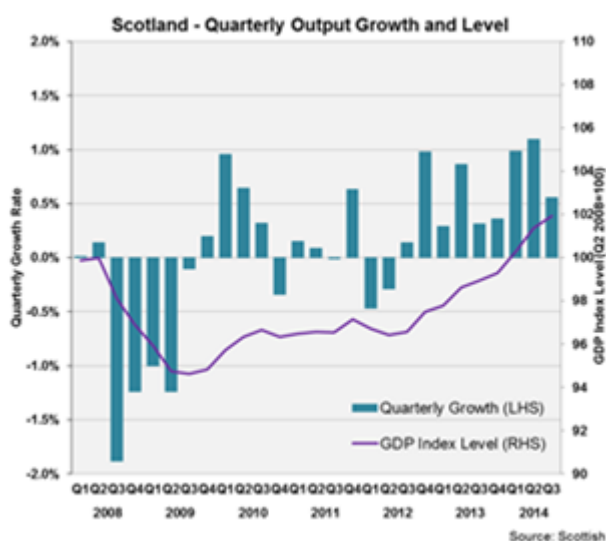
¹ <http://www.scotland.gov.uk/Topics/Statistics/Browse/Business/KeySectors>

² Source: Scottish Government: Key data on the Scottish economy. January 2015.

³ Source: Scottish Government: State of Economy Annex: Overview of the Scottish Economy 2011

⁴ Source: Scottish Government - Estimate of Scotland's GDP per Capita Ranking against OECD countries in 2012

Figure 1.1



1.5. The majority of indicators continue to point towards an improving economic outlook in Scotland. The Scottish economy is forecast to continue to be growing above two per cent (by GDP) for the foreseeable future, albeit at a slightly slowing pace. There are relatively upbeat conditions in some key export markets (such as the US) that need to be balanced somewhat against a more muted climate in others (Europe and emerging markets). The overall picture of the economy is that a solid recovery will continue to be enjoyed.

1.6. The recovery has been particularly evident in the labour market where employment has been rising and unemployment falling. Scotland currently has the highest employment rate of the four countries in the United Kingdom: a rate of 74.1 per cent, one of Scotland's strongest since 2008⁵. Much of the recent increase has been driven by improvements in female employment which has risen by 27,000, or two per cent, since September-November 2008.

Headline labour market data for 4 United Kingdom nations, Sep-Nov 2014

	Employment Rate (Aged 16-64)	Unemployment Rate (Aged 16+)	Inactivity Rate (Aged 16-64)
England	73.3%	5.8%	22.1%
Wales	68.7%	7.0%	25.9%
Scotland	74.1%	5.7%	21.3%
N. Ireland	67.8%	5.8%	27.9%
United Kingdom	73.0%	5.8%	22.4%

1.7. The overall unemployment rate is down considerably from its peak in 2010/11 and remains the lowest in the United Kingdom. However, the picture is not uniform across the population, the rate of unemployment amongst young people (aged 16-24) in 2013 was higher than any other age group (20.6 per cent). This proportion is broadly consistent with the United Kingdom's, and much less dramatic than those seen in some European countries, such as Spain and Greece, where unemployment rates (aged 16-24) are above 50 per cent. Scotland's youth unemployment rate is currently lower than the EU average of 23.3 per cent. Despite Scotland's comparatively low youth unemployment rate and relatively favourable prospects for young people,

⁵ Source: Scottish Government: Key data on the Scottish economy. January 2015

the labour market context is challenging for young people, with implications for educational choices⁶.

1.8. Although the picture of the economy is generally positive, there has been an increase in the number of low-income households in Scotland. In [2012/13](#) 16 per cent of individuals were living in relative poverty (below 60% of median income), which represents a proportional increase of 14 per cent⁷ from the previous year. The level of child poverty also increased, with 19 per cent of Scottish children living in relative poverty in 2012/13. This is a proportional increase of 15 per cent on the previous year and has clear implications for the educational outcomes of pupils in Scotland. Addressing inequality is a clear and increasingly important policy priority of the Scottish Government.

Demographic developments

1.9. In 2012 Scotland had a population of around 5.33 million people. The population has increased by 259,200 (5.1 per cent) between mid-2003 and mid-2013. This rise has resulted in the largest population ever recorded in Scotland and should be viewed in the context of a relatively stable Scottish population over the past 50 years.

1.10. The growth of the Scottish population has been driven by numerous factors. Despite a history as a country of emigration, immigration is now the primary force driving this increase, with in-migration exceeding out-migration by approximately 10,000 people between mid-2012 to mid-2013. However, natural increase has also contributed to the population growth since 2005-6, when the number of births exceeded the number of deaths by around 4,585. This has been driven by an upturn in the number of births, combined with a reduction in the number of deaths each year, with life expectancy increasing for both men and women. This positive rate of natural change is projected to continue until around 2027 (NRS 2012 based projections).

1.11. The growth of the population has not been uniform across different age groups. Of particular importance is a decrease of four per cent in the number of children under 16, leading to a potential reduction in the demand for education and school services in the short term. More long-term projections suggest that this population will increase by five per cent, increasing demand for education services. However, the population which is aged 75 and over increased by 16 per cent in the last 10 years. As a result, a general ageing of the population has occurred over the last few decades and this is projected to rise further, with the number of those aged 75 and over predicted to increase by 86 per cent in 25 years. In the long term, the dependency ratio⁸ is expected to worsen, presenting a challenge for public finances, with implications for retirement age and working practices of 60+ age groups. Nevertheless, the dependency ratio for the next 15 years is predicted to remain fairly stable, presenting a favourable climate for maintaining education spending.

1.12. The ethnic minority population of Scotland has grown rapidly over the last decade and diversity in Scottish schools is increasing as a result. In 2011 the ethnic minority population stood at just over 200,000. This represents a doubling of the population from two per cent to four per cent of the overall population. The pupil census also reveals that the ethnic minority school population doubled from three per cent of the school population in 2003 to six per cent in 2013. Diversity is becoming an increasingly important factor in Scotland's schools and this will no doubt continue to shape future education policy.

⁶ EU - OECD Stat, LFS by sex and age annual, data extracted 24 Dec 2014

⁷ Not an overall increase, but a proportional increase to the previous year.

⁸ A measure showing the number of dependents (aged 0-14 and over the age of 65) to the total population (aged 15-64). Also referred to as the "total dependency ratio".

1.13. In 2011 over half (54 per cent) of the population of Scotland stated their religion as Christian - a decrease of 11 percentage points since 2001. Thirty-two per cent of the population stated they were Church of Scotland, a further 16 per cent Roman Catholic and six per cent “other Christian”. Thirty-seven per cent of people stated that they had no religion - an increase of nine percentage points on 2001⁹.

1.14. Many languages are now spoken in Scotland’s schools and communities. However, only English, Gaelic and Scots can be regarded as indigenous. English is by custom and practice, the predominant language. The Gaelic language has been spoken in Scotland for well over 1,000 years and Scots is spoken in many forms throughout the country.

1.15. Gaelic has been a continuing element in Scottish heritage, identity and history. Gaelic now has official recognition. It is an increasingly visible part of Scottish life and a growing part of Scottish public life reaching into education, arts, media and broadcasting. In addition, the most recent Census has demonstrated that the Scottish Government’s initiatives in support of Gaelic have slowed down the decline of the language. The Scottish Government will continue its focus on increasing the numbers speaking, learning and using the Gaelic language. Although there is still a significant Gaelic language community in Scotland, the number of Gaelic speakers in Scotland has declined over the last two centuries. The 2011 Census recorded 58,000 Gaelic speakers in Scotland compared to 58,652 in 2001 – a significant slowing of the historic decline which saw a drop of 16,662 between 1981 and 1991. Not all of these speakers are located in areas where Gaelic was historically prevalent.

1.16. The 2011 Census also, for the first time, provided information on the numbers of Scots speakers. This information will assist with promoting the use and status of the Scots language and supporting communities that speak Scots. Over 1.5 million people were recorded as speaking Scots in some way¹⁰. Scots is a key part Scotland’s heritage and culture and has an increasing impact on education. Scots has a number of regional varieties and has a measure of overlap with English. Although widely spoken, Scots has often been regarded more as a language of home and community and not encouraged in education and public life. Further details of how Scots used in the education system can be found in the Annex to Chapter 2.

Political context

1.17. Scotland forms an integral part of the United Kingdom of Great Britain and Northern Ireland, a parliamentary democracy with a monarch as Head of State. On 1 July 1999 a new Scottish Parliament and Executive were established with legislative and executive responsibility for a wide range of devolved matters, including education, training and lifelong learning. As part of the United Kingdom of Great Britain and Northern Ireland, Scotland joined the European Union in 1973.

1.18. A significant amount of legislative power has been devolved to the Scottish Parliament in Edinburgh. The main devolved matters are:

- health
- education
- housing
- most aspects of transport
- local government
- law and order

⁹ [Scotland's 2011 Census](#) Release 2A (Table 7)

¹⁰ 2011 Census, Table DC2121SC

- social work
- agriculture
- the environment, forestry and fisheries
- arts and sport
- economic assistance and industry.

1.19. Further powers have been recommended by the [Smith Commission](#), set up following the "No" vote in the independence referendum in September 2014, including increased control over taxation and welfare. The United Kingdom Parliament will consider relevant legislation following the 2015 General Election.

1.20. The United Kingdom Parliament continues to govern various matters on a United Kingdom basis, for example foreign policy, defence and macro-economic policy.

1.21. The Scottish Parliament has 129 Members: 73 constituency Members, elected using the first-past-the-post system; and 56 regional Members, elected on a proportional basis from party lists. The Scottish population elects members to the Scottish Parliament and 59 members to the United Kingdom Parliament. The main political parties represented are the Scottish National Party, Labour, Conservative, Liberal Democrat and Green Parties. Parliamentary elections in Scotland are held every four years. The current session, which began in May 2011, will last for five years with the next election scheduled for 2016. United Kingdom parliamentary elections are held every 5 years and the with the most recent being held on 7 May 2015. The current administration in the Scottish Parliament is the Scottish National Party having been elected as a majority government in 2011 following their period as a minority government from 2007 to 2011.

1.22. The Scottish Government is headed by the First Minister, who is appointed by the Queen on the advice of the Presiding Officer, after the Parliament has nominated a candidate – normally the leader of the party with majority support in the Parliament. The First Minister, with the approval of the Parliament and then the Queen, appoints other Ministers and determines portfolios.

1.23. The Cabinet Secretary for Education and Lifelong Learning has overall responsibility for Scottish education.

1.24. The Minister for Children and Young People and the Minister for Learning, Science and Scotland's Languages share the responsibilities in this area. Since November 2014, the Cabinet Secretary for Fair Work, Skills and Training has had responsibility for developing the skills of Scotland's workforce.

1.25. The permanent staff of the Scottish Government are Civil Servants headed by the Permanent Secretary. National policy for education and lifelong learning is implemented by the Director-General Learning & Justice and the three Directorates within her responsibility: Learning; Fair Work; Advanced Learning & Science; and Education Scotland, an executive agency who lead on policy for youth work and for adult learning.

1.26. The 32 Local Authorities, run by councils elected every four years, deliver a wide array of services including schools, housing and social work. They are also committed to pursuit of national educational objectives through the 2007 [Concordat](#) between the Convention of Scottish Local Authorities (CoSLA) and the Scottish Government.

Public sector management

1.27. In 2007 the Scottish Government and local government entered into a Concordat that set out the terms of a new relationship between them based on mutual respect and partnership. The

Concordat represented a significant shift from national to local decision making, by removing ring-fenced funding, which in turn reduced bureaucracy and allowed local government and their partners to focus on local service provision. In return the Scottish Government agreed to continue to provide the same proportion of funding to local government from the overall budget, allowed local government to retain any efficiency savings and made a commitment that there would be no further structural reform to local government. Since 2007 this partnership approach has been maintained and further developed and, despite the reduction to the overall Scottish Budget, the Scottish Government believes it has treated local government fairly. In return central and local government have worked successfully together to freeze council tax charges at 2007 levels.

1.28. As part of this new relationship, the Concordat included an agreement to replace the myriad reporting systems with a new system to report on progress against national outcomes, and against related local outcomes. Instead the Scottish Government established the [National Performance Framework](#) (NPF)¹¹, which uses a wide range of indicators to assess progress towards the Government's Purpose of a flourishing and successful Scotland. The NPF provides a broad measure of national and societal wellbeing, incorporating a range of economic, social and environmental indicators and targets. Local Authorities are expected to work with other public services and local communities through Community Planning Partnerships (CPPs) in order to improve outcomes at local level. The focus of CPPs should reflect their understanding of local needs and priorities, including their assessment of different needs and circumstances in their communities. The Scottish Government's Community Empowerment Bill, which is currently being considered by the Scottish Parliament, will embed these expectations; including the introduction of statutory duties on Local Authorities and other key public service partners like NHS Boards and Police Scotland, and by requiring each CPP to prepare a progress report for each reporting year.

1.29. Under the Concordat the Scottish Government and local government agreed to work together to develop and deliver key policies and programmes. These included a number of initiatives relating to education, such as Curriculum for Excellence, expanding free school meals provision, and improving pre-school provision, which are covered by this report.

¹¹ The NPF objectives that relate to primary and secondary education are: Improve the skill profile of the population, increase the proportion of pre-school centres receiving positive inspections reports, increase the proportion of schools receiving positive inspection reports, improve levels of educational attainment and increase the proportion of young people in learning, training or work.

CHAPTER 2: THE EDUCATION SYSTEM IN SCOTLAND

The purpose of this chapter is to describe some of the main features of the education system in terms of general organisation of the school system, the process of decision-making and the allocation of resources in the education system. The issues covered in this chapter will be referred to in subsequent sections of this report.

Introduction

2.1. Scotland's education system is well-established and covers the entire population between the ages of three to 18 (and beyond for those who undertake further study). As will be seen in Chapter 3, the public education system has now embarked on significant reform in the implementation of Curriculum for Excellence. This chapter gives an overview of the key features of the system.

Organisation of the education system

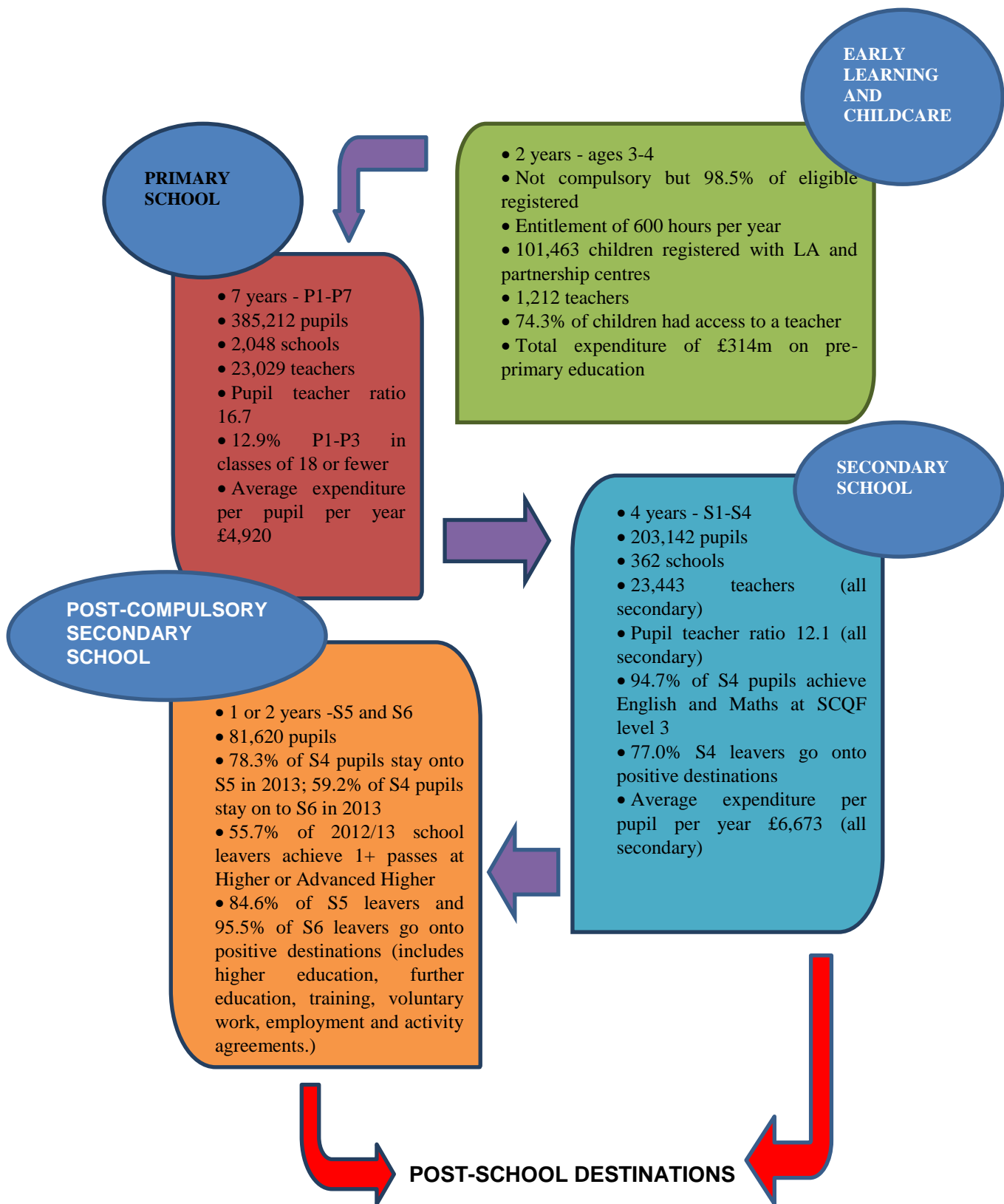
Outline the main structural features of the education system – levels of education, types and numbers of schools; the different possible school tracks; the distribution of student numbers across different levels of education (pre-primary, primary, secondary), types of programme (e.g. general and vocational education) and sectors (public and private); and the regulatory and legislative framework governing the school system. What is the starting school age and what is the duration of compulsory education?

2.2. Education is provided at pre-school, primary and secondary levels in both mainstream and special schools. In accordance with the [Education \(Scotland\) Act 1980](#) the provision of education is the responsibility of Local Authorities who discharge the function of Education Authority. This includes all aspects of education from the school buildings to the delivery of the curriculum. There are 32 Local Authorities¹² with 51,078 full-time equivalent teachers providing education to 673,530 pupils, in 2569 schools as at September 2013.

2.3. Organisation and staffing of Early Childhood Education and Care, Primary Education (ages 5-12) and Secondary Education (ages 12-18, with compulsory education ending at 16) are the responsibility of Local Authorities, which receive government funding and local tax revenues. They make their own decisions about the proportion of their funding to spend on education. There is a small amount of private educational provision in the schools sector (see [paragraph 2.15 onwards](#)).

2.4. The provision of free, compulsory education for all within a specified age group (5-16) is fundamental. The principle of provision of free (though not compulsory) education has been extended to children aged 3-5. Another key principle is the broadly based curriculum, which originally was designed to ensure that young people could make progress in a range of occupations. It now intends to prepare them for lifelong learning and, with certification, for the several changes of job that they may well have to face in an era of rapid socio-economic development.

¹² Two of these authorities, Stirling and Clackmannanshire, manage their schools jointly under a single Director of Education



2.5. Education has to be flexible to fit individual needs, be tailored to "age, ability and aptitude" (Education (Scotland) Act 1980) and aims to develop the "personality, talents and mental and physical abilities of children and young persons to their fullest potential" ([Standards in Scotland's Schools etc. Act 2000](#)). Examples of the extension of this principle of appropriateness include concern to ensure that classroom work properly challenges and supports all pupils, and increased attention to young people with additional support needs, whether in mainstream schooling, special units within mainstream schools or special schools ([Education \(Additional Support for Learning\) \(Scotland\) Acts 2004](#) and [2009](#)).

2.6. A further principle is that there should be opportunities to continue voluntarily at school or college, or to proceed to further or higher education, with financial assistance if necessary. The Scottish Government believes that such provision should be free to the user. Over the last 50 years this opportunity has been considerably extended by increasing the number of places available in further and higher education.

2.7. Local Authorities¹³ decide the best structure of schooling to meet children's needs, but usually children spend seven years in primary school (P1-P7) and at least four years in secondary school (S1-S4). Pupils can then leave school at 16 or stay on for one or two more years (S5 and S6). In a few rural communities slightly different models exist, for example, schools provide P1 – S2 provision. Pupils undertake a range of qualifications between S4 and S6¹⁴. These are undertaken not only in schools but also through colleges and third sector organisations. Pupil numbers have been declining since the mid-nineties, but started to increase in 2013 and are projected to continue increasing. In 2014 there were 676,955 pupils in publicly funded schools. The number has risen from 673,530 in 2013¹⁵

Pre-primary education

2.8. Local Authorities are under a duty to secure pre-school provision for all three- and four-year olds and eligible two year-olds whose parents want it. The Children and Young People (Scotland) Act 2014 has increased the amount and flexibility of free Early Learning and Childcare from 475 to at least 600 hours per annum for three- and four-year olds, and extended this to the most vulnerable two-year olds.

2.9. In 2014, 98.5 per cent of eligible three- and four year-olds were registered for early learning and childcare places, in 2449 centres with 15,500 staff and over 100,000 registrations¹⁶. The centres are a mixture of Local Authority nurseries and partnership providers (private or voluntary) who receive Local Authority funding.

Primary and Secondary

2.10. In Scotland, all school-age children must, by law, receive an efficient and suitable education, either from Local Authority or some other means. Children attending Local Authority schools must begin school on the day term starts in the August after their fifth birthday. However, Local Authorities can also set a date after the start of the August term, and if a child reaches five on or before this date then they can attend school in the August before their fifth birthday. In practice

¹³ [Paragraph 2.35](#) provides places local authorities' responsibilities in context of other organisations

¹⁴ CfE covers the period from 3 to 18 years old, across institutional boundaries.

¹⁵ Source: Summary Statistics for Schools in Scotland 2014.

¹⁶ Note, these are registrations, rather than attendances, but registration is voluntary.

this generally means that children born between the day term starts in August and the 28th February can start school in the August preceding their fifth birthday, if their parents wish them to do so.

2.11. Most education authorities allocate children to schools in their area by defining catchment areas for each school. The Education (Scotland) Act 1980, as amended in 1981 and 2000, allows parents to express a preference for the particular school they want their child to attend, even if they do not live within the catchment area for that school. If parents express a preference for a particular school (through a “placing request”), the Local Authority has a duty to grant the request wherever possible. Parents have a right to appeal against a Local Authority's decision not to grant their placing request, first to the authority itself and then to a court. Pupils are admitted to secondary education from primary schools when they have completed seven years of primary education (on average they are aged 12). There are no restrictions on entrance e.g. no entrance examinations and no repeated years except for a very few children on the advice of educational psychologists.

2.12. Placing requests typically happen at the start of primary and secondary schools. Patterns of application across the country will be influenced by a range of factors, including geographic location of alternative schools, parental perception of school performance, parents' desires to have siblings educated at the same schools and the mixture of denominational and non-denominational schools. Where there is high demand for a school, priority is normally given to learners within the catchment. There are no other mechanisms in place in terms of school placements (e.g. placement to equalise average socio-economic status of intakes).

2.13. In December 2013, 370 state-funded schools were denominational (mainly Roman Catholic). Roman Catholic schools were taken into the state sector in 1918 on condition that they remained as denominational schools. They teach Curriculum for Excellence and enter candidates for SQA examinations. The Bishops' Conference of Scotland sets its policy for Catholic schools through the [Scottish Catholic Education Service](#) which works in partnership with local government and the Scottish Government. Teachers for Catholic schools are primarily trained at the School of Education at the University of Glasgow.

Grant Aided Schools

2.14. There are eight grant-aided schools in Scotland, seven are special schools for children with additional support needs and are part-funded direct from the Scottish Government with the remainder of funding provided by Local Authorities who place children in the schools. The eighth school is a mainstream all-through school which, as a consequence of history, is 100-per-cent grant funded by the Scottish Government. Other than discussion with regard to the funding of grant-aided schools the governance of these schools is a matter for the management of each school. Pupil and teacher numbers for grant-aided schools are included in the totals in paragraph 2.2.

Independent schools

2.15. Although the majority of pupils attend Local Authority schools, parents may choose to send their children to a registered independent school. There are 100 independent schools providing education at primary, secondary and all-through schools to around 30,000 pupils. Some of these schools provide specialist provision, for example residential special schools for children with additional support needs. The responsibility for the operation of independent schools rests with individual proprietors.

2.16. Independent schools are defined as “a school at which full-time education is provided for pupils of school age (whether or not such education is also provided for pupils under or over that age), not being a public school or a grant-aided school”. All independent schools in Scotland are

required, in accordance with the Education (Scotland) Act 1980, as amended, to be registered with the Registrar of Independent Schools. The Registrar is an official of the Scottish Government appointed by the Scottish Ministers.

2.17. Independent schools make use of both the Scottish qualification system and that offered in England, additionally some may offer international qualifications. Decisions on the curriculum (this can be CfE) and which examination system to follow are taken by individual schools. Guidance notes from the Scottish Government state that “Ministers expect children in Scotland to receive a broad and balanced curriculum, which increases pupils’ skills and knowledge.” They are also subject to inspection by Education Scotland and, where appropriate, their examination results are included in statistics published by the Scottish Government. Unlike many EU countries, independent schools in Scotland receive no public subsidy; However, schools that meet the requirements for charitable status receive a tax break. In 2013 this was worth over £4 million to the Independent Schools Sector.

2.18. Over one third of pupils attending independent primary or secondary schools go to institutions based in Edinburgh, with a further 20 per cent attending schools in Glasgow and another 10 per cent going to Aberdeen schools. In Edinburgh, where the greatest concentration of such schools lies, more than one in four of those pupils attending secondary school are in the independent sector. Whereas, the figure is approximately one in twenty throughout Scotland as a whole.

Length of the school day/week/year

2.19. Local Authority Schools are open to pupils for 190 days a year. The Local Authority determines the actual dates of terms. The school year usually starts in mid-August and finishes around the end of June. Local Authorities operate very closely to a standard norm for the number of weekly taught hours: 25 hours for primary schools (with, in some cases, reduced hours for infants) and 27.5 hours for secondary schools. Some Local Authorities are experimenting with the length of the school day to see if education can be provided more efficiently. There can also be variation at school level, with individual schools setting their own timetables, which complies with the 190 days requirement.

How diverse is the offer of educational programmes at lower and upper secondary levels (e.g. existence of vocational tracks)? At what stages of the school system are students selected into different tracks? What criteria are used to select students into the different tracks?

2.20. Curriculum for Excellence is designed to equip young people with the full range of skills they need for later life, including vocational careers. Students are not selected onto different tracks, e.g. vocational or academic, but have the opportunity to study a range of subjects according to the entitlements of CfE discussed in Chapter 3. The quality of the vocational offering, and how the different pathways provided in schools has been the subject of recent developments with the [Commission for Developing Scotland's Young Workforce \(2014\)](#) which will be further discussed in Chapter 5.

Education and society

What is the importance of education in society? What are the key traditions, cultures and values in the education system? Are parents supported to actively engage actively or invest in the education of their children? What is the prevalence of private tutoring in the school system? How is the teacher workforce valued?

2.21. A universal education system has been part of Scottish society for a long period of time, extending back to the Reformation in the 16th Century, after which a school was established in each parish. A full overview of the history and importance of Scottish education was submitted in the then Scottish Executive's [Diagnostic report](#) for the OECD's previous review of the system in 2007.

2.22. Education is a very important part of the Scottish Government's responsibility, it is the second biggest item of spend for government, and the largest of the functions of Local Authorities. The values of universality, opportunity for all and equality of outcome require constant effort to be realised, and are evident in CfE and the Raising Attainment agenda. Education continues to be a very important and newsworthy aspect of Scottish society.

Parents

2.23. The Scottish Government recognises the importance parental engagement has in raising attainment and achievement of all our school pupils, particularly those from deprived backgrounds. Evidence shows that children and young people in Scotland who had at least one parent or carer engaged in their schooling achieve better exam results, have higher retention rates and smoother transitions between nursery, primary and secondary schools. They are also more likely to attend school more regularly, have better social skills, improved behaviour and have stronger Higher Education participation rates¹⁷.

2.24. CfE provides the foundation and flexibility for teachers, schools and Local Authorities to work together with parents. Practice is improving and there are many examples of schools involving more groups of parents, some of whom are particularly hard to engage¹⁸.

2.25. In order to facilitate parental engagement the Scottish Government has taken a number of initiatives. The Getting it Right for Every Child (GIRFEC 2004) approach aims to ensure co-ordinated support for all children. It recognises that in the vast majority of cases, parents, carers and families know what is best for their children, are the right people to raise them, and that children are well supported by their parents, family and community. If intervention is required to address a concern in any of the wellbeing indicators, then children, young people, their parents and families should be fully involved in decisions. The approach is very closely linked to the National Parenting Strategy (2012) which supports valuing, equipping and assisting parents to give the children and young people of Scotland the best start in life.

2.26. The [Scottish Schools \(Parental Involvement\) Act 2006](#) provides a legislative support for the key influence that families have on children's lives at all stages of their education. It introduced a framework for supporting parental involvement in school education at all levels. It recognises the need to work in partnership with parents on their own child's learning and in education more generally. It places duties on schools, Local Authorities and Ministers to help all parents to be involved in their own child's learning, to be welcomed as active participants in the schools, and to be able to express their views on school education generally.

2.27. The Parental Involvement Act also requires Local Authorities to promote and support a Parent Council in each school, with the parents in each given the flexibility to develop the model of representation and involvement that best suits their needs and interests. Most Local Authorities also have a Parent Forum which brings together representatives of all the Parent Councils in their area, to discuss local policy and developments.

2.28. The [National Parent Forum of Scotland](#) (NPFS) was established in 2010 to represent the views of Parent Councils and parents at a national level. The Forum is made up of Parent Council

¹⁷Literature review conducted by the CRFR for the Scottish Government on the Engaging with Families [website](#).

¹⁸<http://engagingwithfamilies.co.uk/>

representatives from each Local Authority area. The NPFS provides a parent voice at key policy and decision-making groups, including the CfE Management Board and wider policies that affect parents such as the Getting it Right for Every Child framework and the Early Years Collaborative.

2.29. The NPFS has played an important part in supporting the understanding and needs of parents at both local and national level. The NPFS have provided valuable communications “for parents by parents” at key stages of implementation, including on the new qualifications. The [Parentzone](#) website also provides information and support for parents, as does the website of the Scottish Qualifications Authority. All of the parent information has been developed in partnership with the NPFS. National policy makers and Education Scotland officers work in partnership with a national Parental Involvement Stakeholder group. This group includes over 20 parent organisations including Parenting Across Scotland, Families Need Fathers and Families Outside. There are also a number of organisations in Scotland which represent and promote the views of parents in Scotland, such as the [Scottish Parent Teacher Council](#).

2.30. In September 2012, the Education (School and Placing Information) (Scotland) Regulations 2012 were updated in recognition of the importance of good communication and relationships with parents. The new Regulations require schools to provide information to parents which describe how they are implementing CfE, as well as the opportunities available to be involved in their child’s learning and the life of the school.

2.31. Increasing family engagement is a key focus of the work on raising attainment. The [Engaging with families website](#) has been developed to support education practitioners to access the very latest Scottish, United Kingdom and international research evidence to support effective family engagement strategies. It focuses on engaging with vulnerable families and those living in our more deprived communities, engaging with fathers, and looked after children. It also provides an opportunity for schools, Local Authorities and community organisations to share their own successful practice around family engagement.

2.32. Education Scotland inspection evidence shows that schools are working with parents across a range of areas¹⁹. These include building parents’ confidence to effectively support their child, effective home/school partnerships, curriculum development, P7 and S3 profiling and reports to parents, supporting the understanding of new qualifications, effective home study, school improvement, and showcasing aspects of learning. Parents comment positively in inspection evidence on opportunities to be involved through family learning days, weekly drop in sessions, shared starts and ends to the school day, home visiting and events after school. Education Scotland continues to use inspection evidence to work with its various partners to engage and support the development of parental engagement.

2.33. Engaging with vulnerable and hard to reach groups of parents has become an increasing focus, particularly in terms of its importance in the narrowing of the attainment gap. Less disadvantaged parents tend to have higher expectations of their children’s educational achievement, with implications for attainment. Engagement with disadvantaged parents can help raise expectations and provide parents with the skills and knowledge to effectively support their children. Disadvantaged parents can face barriers to engagement, such as language, low parental educational attainment and socio-economic status. Services that build social capital, through access to information about available options and appropriate support, are crucial to fostering parental engagement with vulnerable communities.

2.34. There are numerous examples of how individual schools are facilitating parental engagement in both vulnerable and wider communities. Education Scotland reports that encouraging parents to participate in their child’s learning has been undertaken effectively in many schools²⁰. For

¹⁹ https://www.educationscotland.gov.uk/Images/QISE_tcm4-722667.pdf

²⁰ https://www.educationscotland.gov.uk/Images/QISE_tcm4-722667.pdf

example, schools have been developing creative learning projects which children create at home with parents or carers. Parents and carers are then invited into the classrooms to observe and participate in their child's learning based on the project. Schools aim to ensure that the projects are accessible for both parents and learners. Such an approach helps foster better relationships between parent and pupil as well as better relationships between parents and schools. Other schools have invited parents from a wide range of backgrounds to share experiences and information about their employment. This provides parents with the opportunity to be a positive role model for their community and increases parental input and skill sharing into the schools.

2.35. Many schools are utilising a wide range of communication strategies to ensure all groups of parents are engaged as fully as possible²¹. Where proficiency of English is a barrier, schools have used translators to facilitate engagement with parents. Better use of information technology is being made, with some schools using social media to engage with parents, along with more traditional support materials such as leaflets. Such an approach increases parents' awareness and access to social capital.

2.36. At the national level, Scottish Government has funded numerous projects to help facilitate the engagement of more vulnerable families:

- The Scottish Parent Teacher Council/ Black and Ethnic Minority Infrastructure in Scotland project '[Gathered Together](#)' is funded by the Third Sector Early Intervention Fund (£361,307 over two years) to improve parental engagement amongst ethnic minority parents in seven Local Authority areas
- The Children in Scotland/Families Need Fathers Equality Fund supports the "Make Gender Equality Real for Children, Fathers and Families" project with £166,806 over 2012-15 to support better communication with non-resident parents
- The £1.5 million Access to Education Fund, to reduce the barriers to learning experienced by pupils from disadvantaged background, directly benefitted 303 schools in 2014/15
- Funding for Enquire, the national advice and information service to families of children with additional support needs.

2.37. The Early Years Collaborative, Play Talk Read and BookBug campaigns (along with the forthcoming Read, Write, Count campaign) help to encourage and support parents to engage in their child's learning and development from birth. They encourage playing, talking and reading to be built into parents' and children's daily routine. This helps build parental support and engagement from an early age. The national drive - which includes TV adverts, a one-stop website for parents of young children and provides free items to help children's learning and development - is aimed at helping parents stimulate their children from birth through low-cost, fun activities.

Private Tuition

2.38. There are no specific data on the prevalence of private tuition in Scotland, but [British parents spend as much as £6 billion a year](#) on private lessons for their children. [A recent Ipsos Mori poll](#) for the Sutton Trust found that 24 per cent of all young people in the United Kingdom have received private tuition at some point; in London, the figure rises to 40 per cent. It is not clear how much tuition individual children receive however.

²¹ <http://engagingwithfamilies.co.uk/>

Learners

2.39. Learner engagement is one of the key principles within [Building the Curriculum 5](#). Education Scotland provides a range of advice to schools and parents on how learners can be supported in developing their skills in self and peer assessment and in recognising and evaluating evidence of their own learning.

2.40. Section 2 of the Standards in Scotland's Schools etc. Act 2000 enshrines the right of young people in Scotland to be involved in the decisions made by schools and Local Authorities. The Act requires:

- Education authorities to have due regard to the views of the child or young person in decisions that significantly affect them, in regards to the child or young person's school education
- Head teachers to state how they plan to consult pupils and seek to involve the pupils in decisions about the everyday running of their schools.

2.41. The 2000 Act is part of a wider legislative and policy framework based around the rights of the child, including the Children and Young People (Scotland) Act 2014.

2.42. Within education settings, the main mechanism by which learners can participate in decisions about schools is through Pupil Councils. The Scottish Government's statutory guidance on School Handbooks requires schools to provide details on extra-curricular activities and pupil representation. This includes the opportunity for pupil representation and involvement in the Pupil Council or any similar body.

2.43. The Scottish Government sees Pupil Councils as one of a wide range of methods by which young people can influence, comment on and co-design their learning Experiences and Outcomes. A number of schools have participated in the United Nations's [Rights Respecting Schools Award](#) (RRSA). Many have made use of the award as the basis to develop a rights-based approach to wider learner engagement and participation in the curriculum, helping pupils to shape the wider life of the school in partnership with parents and teachers.

2.44. Since 2013 the Scottish Government has funded the third sector organisation Children in Scotland to deliver the [Leaders of Learning project](#), a cross-sectoral approach to engaging and consulting with children and young people to identify how well they understand their entitlement to a Broad General Education under CfE. The project has helped to demonstrate the assets of Scotland's children and young people, and the contribution that they can provide to the implementation, evaluation and refining of CfE. In addition, it has demonstrated the potential to grow and develop the quality and range of learner engagement in future.

Do the media play a key role in defining general perceptions of schooling?

2.45. There is a vibrant media sector in Scotland which plays its part in contributing to the national debate on education and the quality of public services. In Education this includes specialist publications such as the Times Education Supplement Scotland. Overall however, it is difficult to assess the impact of the media on perceptions of the education system. Information on such perceptions is published in several population surveys such as the [Scottish Household Survey](#) (Tables 10.1 and 10.2), which reports that 81 per cent of the adult population were "very" or "fairly satisfied" with local schools. The population in the most-deprived 20 per cent of areas were more likely to be satisfied (85 per cent) than those in the least-deprived quintile (79 per cent). The [Scottish Social Attitudes Survey](#) suggests that in 2011, 30 per cent believed that the quality of education had "stayed the same" in the previous 12 months. Twenty per cent believed that quality had "increased a lot" or "a little" and 30 per cent believed it had "fallen a lot" or a "little". Figures have been broadly stable since 1999, with usually around a third believing that quality has remained the same, although

in 2006, 30 per cent believed that quality had increased, compared to 18 per cent who believed it had fallen.

Research and the Education System

2.46. Research evidence increasingly plays an important part in the Scottish Education system as follows:

- **Generating and analysing new data.** Compared to some sectors, such as Health, Education is relatively under-served for datasets which can be investigated for patterns of achievement and impact. Secondly, there is a diversity of views on whether and how data should be collected, if this is appropriate for educational settings and what the system impact is of doing so is. This contributes to the third factor – apart from [Scottish Survey Literacy Numeracy](#) (SSLN), there are no national datasets of achievement before the Senior Phase to analyse. Arguably however, more could be done to encourage analysis of existing datasets, such as PISA
- **Contributing to policy.** Academic engagement can be identified at a number of levels, e.g. CfE benefited from academic engagement at key moments, such as developing the Experiences and Outcomes, and is continuing to engage academics with involvement in the equity agenda. Previous Scottish Government support for education research, such as the AERS scheme geared towards developing self-sustaining collaborative networks, has had some success. However, there are currently no long-term research partnerships in place or a set model of academic engagement with policy making. In the current economic climate, engagement with research providers (not just within academia) is undertaken from time to time on specific issues and follows Scottish Government procurement guidelines.
- **Contributing to delivery.** Areas such as teacher education are delivered through Scottish Universities, and *Teaching Scotland's Future* is designed to boost the quality of academic engagement at all levels
- **An evidence based profession.** Education Scotland is seeking to ensure that evidence is at the forefront of contributions to learning and teaching practice, and the professional agenda of *Teaching Scotland's Future* is an opportunity to accelerate this. Different sources of evidence can be identified as important for different purposes. Research evidence, practitioner enquiry, inspection evidence and administrative data all have a contribution to make and need to be brought together appropriately to support a highly trained profession who can engage reflectively with a range of methodologies and sources.

2.47. Although CfE enjoys broad support, there are a number of critiques of the education system, such as those advanced by [Professor Mark Priestley](#), the [Commission on School Reform](#) and the [Scottish Conservatives](#).

2.48. **Lindsay Paterson**, Professor of Education Policy at the University of Edinburgh, is a critic of CfE, who asserts that the vagueness from its inception has resulted in a reform in which little of value is being created. He argues that this lack of clarity has been apparent in subsequent policy announcements, which contradict the original aims of CfE. His main criticisms of CfE were initially:

- That the essential basics of subjects for pupils are lost when the curriculum is joined in such a fluid manner.
- CfE gave teachers vague, external outcomes, without giving them sufficient time to consider how they were going to design a curriculum that would be able to meet them.

2.49. Paterson argues that policy makers attempted to address these concerns when a new examination system was implemented. This resulted in teachers having to structure their new ideas into the structure of external exams. Policy makers were seen to respond by centrally producing advice and guidance for schools. He argues this has resulted in detailed syllabuses, with content that differs little from their predecessors. He highlights that this guidance is opposed to the very professional teacher autonomy that CfE aims to produce. In his view this central guidance has addressed his initial criticisms, but has resulted in short term pragmatism over professional autonomy. Paterson therefore questions if CfE has achieved anything at all, other than embedding existing good practice.

2.50. **Graham Donaldson**, former head of the Scottish Inspectorate of Education, who was directly involved in the conception and development of CfE, points to the delay in addressing the professional development requirements that underpin it and the continuing backwash effect of qualifications on the development of the Broad General Education in many secondary schools. He argues that CfE will not provide a truly broad general education for pupils, if it remains too focused on attaining qualifications. This sends the message of “that was the learning, but here is what matters”. As the author of *Teaching Scotland’s Future*, he also claims that the level of professional development and CPD on offer has not yet been sufficient to realise the potential benefits to learners inherent in CfE and that we need to invest in building the capacity of the teaching profession. It is suggested this lack of development to date has fostered a situation where teachers can become too passive, and not the active drivers of professional change that they need to be for CfE to effectively attain its aims. He argues that the success of the current developments in leadership and teacher capacity building will determine the ultimate realisation of the full potential of CfE.”

2.51. The **Commission on School Reform**, a collaboration between two think tanks, Reform Scotland and the Centre for Scottish Public Policy, produced a report, *By Diverse Means*, which primarily makes a case for much more diversity in school organisation. It suggests that schools should be free to innovate and organise themselves largely as they are the most effective vehicles to meet the aims of CfE, with the claim that current systems are excessively uniform and hierarchical.

2.52. **Mark Priestley**, Professor of Education at the University of Stirling, is generally supportive of the directions taken by CfE. Broadly, he argues that, while CfE sets out to promote innovation in the curriculum by teaching staff, central guidance and systemic features effectively disempower them. In addition, the emphasis on “skills” and unclear specification of content can create uncertainty as to what “knowledge” content is actually required in order to fulfil the aims of the curriculum. Overall, this critique states that CfE is not being implemented as intended, and has often instead been characterised by minimal and strategic changes to practice, as [teacher agency](#) in curriculum development becomes limited.

Distribution of responsibilities within the school system

What are the different levels of education administration? What agencies play a role in the governance of schooling (e.g. inspectorates, agencies for curriculum development and assessment)?

2.53. Public education in Scotland is delivered collaboratively, with a number of key organisations working together to support each other. As will be described later, CfE is delivered largely by consensus and without statutory underpinning, although clearly there are legal requirements that govern certain aspects of education. The main organisations involved in the Scottish education system are:

- **The Scottish Government** develops national policy and sets the overall direction of education policy

- **Local Authorities**, acting as the Education Authority under the 1980 Education Act, are responsible for providing school education for every child of school age. Under the terms of the Standard in Scotland Schools etc. Act 2000 they are also responsible for a duty of improvement as an Education Authority and on behalf of their schools
- **[Education Scotland](#)** combines the roles of national inspectorate and curriculum development and was formed by the merger of Her Majesty's Inspectorate of Education (HMIE) and Learning and Teaching Scotland (LTS) in 2011. It works to improve the quality of education, for example by inspecting schools, and working with all national and local partners providing guidance on developing the curriculum at local level. Education Scotland also works to build the capacity of teachers through an extensive range of professional learning opportunities and by sharing effective practice. (See Box 2.1)
- **[The Scottish Qualifications Authority](#)** undertakes activities as set out in the Education (Scotland) Act 1996 namely: (a) to devise qualifications; (b) to determine the entitlement of individuals to SQA qualifications and, where a person is so entitled, to award and record such a qualification; (c) to keep under review and develop SQA qualifications; (d) to approve education and training establishments as being suitable for presenting persons for SQA qualifications; and (e) to make arrangements for, assist in or carry out the assessment of persons undertaking education and training
- **[The Scottish Credit and Qualifications Framework Partnership](#)** manages the Scottish Credit and Qualifications Framework (SCQF). This sets out the level and type of qualifications that are available, integrating qualifications from a variety of sources into a single framework. In summary, the SCQF is a way of comparing the wide range of Scottish qualifications. It covers achievements such as those from school, college, university, and many work-based qualifications. It does this by giving each qualification a level and a number of credit points. The level of a qualification shows how difficult the learning is. The credit points show how much learning is involved in achieving that qualification. Each credit point represents an average of 10 hours of learning. Awarding bodies, such as the SQA, use this information to develop course content and assessment working closely with the SCQF.
- The **[General Teaching Council for Scotland](#)**, is the independent professional body which sets teachers' professional standards and accredits Initial Teacher Education. It also oversees the Teacher Induction Scheme, Professional Update, the development of MyProfessionalLearning and the Student Placement Scheme
- The **[Scottish College for Education Leadership \(SCEL\)](#)** was created in 2014 with responsibility for developing leadership and programmes for the Scottish education system
- **[Skills Development Scotland](#)**, the national body charged with developing skills in individuals and business, works in partnership with schools to provide appropriate support to individual learners.

Box 2.1: Education Scotland's support for the education system

Education Scotland is the public body, charged with supporting quality and improvement in Scottish Education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages. The organisation's status as an Executive Agency means that it is designed to operate independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of its work. This status is intended to safeguard its independence of inspection, review and reporting within the overall context of the National Performance Framework.

The [Education Scotland Framework Document](#) sets out how Education Scotland operates, its relationship with Scottish Ministers and the Scottish Government and how it is expected to fulfil its remit and purpose. The role of the Director of Inspection is critical in maintaining stakeholder confidence in the integrity and impartiality of the Scottish inspection model, as it is operated within Education Scotland. This role has the overarching responsibility for quality assurance of inspection, safeguarding independence and the future direction. With regard to independence, the Director may report to the Scottish Parliament directly, should it be required. HM Inspectors are all recruited against a specific set of criteria for that role and they form part of a professional body, recognised within the Scottish Government. The Director of Inspection is also Head of Profession for Her Majesty's (HM) Inspectors of Education.

Education Scotland uses a detailed planning system to differentiate between evaluative activity and other work. There are safeguards about where HM Inspectors might do other work, although with a scrutiny function focused to a high degree on improvement, rather than simply accountability, the absolute separation is not what Education Scotland's approach is about. There are strict quality assurance processes in place with regard to checking evaluations and reports, which also feeds into work that Education Scotland do on moderation and consistency through activities such as training.

Education Scotland's breadth and depth of engagement across all sectors, from early learning and child care settings to adult learning, allows it to provide advice, support and evaluation of education based on evidence from across all areas of the country. This evidence base is used to provide a national overview of Scottish education to advise Ministers, to inform priorities for the CfE Implementation Plan, and to ensure focus on the most effective approaches by drawing out knowledge of what works and sharing this with practitioners.

Education Scotland draws on a range of quantitative and qualitative evidence and activity, including: inspection and review and other evaluative activity; on-going engagement, including challenge and support for capacity building by Area Lead Officers; professional dialogue visits in secondary schools; feedback from leadership events for primary and secondary schools; building capacity in residential special schools activity; and other professional networks.

Education Scotland's approaches to supporting CfE include working with local authorities and practitioners from early learning and childcare, primary, secondary and special schools and units, and learning communities, together with other partner providers; building networks and communities; providing resources and opportunities for professional dialogue; publishing guidance on curriculum, learning, teaching, assessment and support.

Overall 100 teachers are employed on secondment at Education Scotland to provide support for implementing the curriculum. This rolling programme of temporary secondments is also intended to build capacity in good practice at local and national level.

How are decision-making responsibilities distributed between the different levels of the administration (central, state/regional, local, and school level) for each of the different education levels (pre-primary, primary, lower secondary, upper secondary) in matters such as: curriculum development and assessment; opening or closing schools; setting the school calendar and instruction time; deciding on class size, grouping of students, and strategies to support students with learning difficulties; organising school leadership; and allocating and managing financial resources (e.g. deciding on budget allocation within schools), human resources (e.g. teacher selection, evaluation and dismissal) and physical resources (e.g. use of school facilities)? If publicly-funded privately-managed schools are present in the school system, comment on the differences in autonomy between these schools and public schools.

2.54. The provision of education in Scotland is the responsibility of Local Authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area. In that context, Local Authorities may review their school stock and how the location and condition of their schools meet with population patterns and educational needs. When Local Authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the *Schools (Consultation) (Scotland) Act 2010*. Local Authorities and the democratically elected local councillors are accountable for decisions that they take. There are certain restrictions on the sizes of classes in primary schools²². The responsibility of Local Authorities extends not only to decisions about the school estate and employing teachers, but also ensuring the quality of education, which can be done in a variety of ways through specific quality assurance, dedicated central support and resourcing decisions.

2.55. For publicly-funded schools and education establishments, decisions about how to organise students into classes are taken at school and education establishment level under the guidance of Local Authorities. In almost all cases up to the end of primary school, children are organised into classes by stages based on chronological age. In schools where the roll is insufficient to form full single stage classes, composite stage classes are provided. It is unusual for children of pre-school and primary-school age to be streamed by achievement, although on occasion, in larger primary schools, classes at the same stage might be organised into groups based on achievement for Mathematics. Within primary school classes, children are normally grouped by achievement for aspects such as reading and Mathematics, most often into 3 or 4 groups within the class. Across a range of age groups, there has been some use of “flexible grouping”. This is the use of fluid ability grouping that alters depending on individual students’ needs in a specific lesson. This is most successful where it is used to differentiate learning and meet specific needs to a greater extent than it would have been if the rigid class groups were maintained. This is most effective when primary schools have a clear rationale for the decisions based on improvements for learners. As primary schools have become more aware of the need to develop literacy and numeracy across the curriculum, most schools are revisiting decisions to stream or set.

2.56. The picture is very mixed across secondary schools. Due to the nature of secondary school timetables, during the Broad General Education phase, classes can only usually be “set” in English and Mathematics. These are the subjects where all young people in a given year group/cohort (or, more usually, half the cohort) come to the one subject at the same time. This allows schools to use their assessment evidence to “broad band” young people so that in any given class they are more likely to be working at the same level. If schools do have some “setting”, some movement across these classes is possible so young people can move according to their progress. In the Senior Phase, classes are often determined by the level of qualification they are aiming for e.g. the National 5 class and the National 4 class. Again, this is very variable and depends on many factors such as the subject, size of school and length of course.

²² Further details on class size limits can be found in paragraph 3.5 of the background notes for [Summary Statistics for Schools in Scotland](#)

2.57. Local Authorities make decisions on the allocation of resources for education and schools in their area. Funding is derived from the Scottish Government as part of the local government settlement. There is no ring-fenced funding for education. Local Authorities in turn devolve at least 80 per cent of school-based funding to head teachers (normally this percentage is greater). Further details on devolved spending are in [paragraph 2.73](#). There are differing approaches to the financing of school buildings, but generally the Local Authority is responsible for large capital costs, and the head teachers smaller revenue costs.

Market mechanisms in the school system

To what extent have market mechanisms been introduced in the provision of educational services (e.g. degree of school choice by parents, public funding of privately-managed schools)? Which criteria are used to select students into schools for which demand exceeds supply

2.58. It is a fundamental principle of the public education system in Scotland that education is free at the point of delivery to the pupil and their families. Provision is largely planned by Local Authorities working with the Scottish Government. Market mechanisms are at work at a national level with respect to the resourcing of the sector in that posts (at all levels) and contracts must be advertised for competitive entry. Terms of conditions are set centrally, taking account of market conditions. Schools may also be a factor in the decisions made by parents as to where to rent or buy accommodation, but school fees are not a part of allocation policies for Local Authority schools.

2.59. Apart from the funding of places at a limited number of specialist schools (e.g. music, additional support needs), public funding of private institutions does not feature in the Scottish education system.

What type of information about the quality and performance of schools is made public (e.g. results of student standardised tests)?

2.60. A number of data sources are available at school and system level.

- The [Scottish Survey of Literacy and Numeracy](#) is an annual sample survey of P4, P7 and S2 pupils of performance of literacy and numeracy in alternate years
- Scotland participates in one international educational study – the [Programme for International Student Assessment \(PISA\)](#), run by the OECD
- Education Scotland publish [data on inspections](#)
- National qualifications are [reported](#) on an annual basis by the SQA. [Attainment and Leaver destinations](#) are published by the Scottish Government. At school level, [Parentzone Scotland](#) provides public information about a school, including its type, inspection reports, attendance and absence records etc. [School Handbooks](#) given to parents should also contain this information
- The media often access the information available and produce league tables ([example](#)), but this is not encouraged by the Scottish Government, as league tables are not considered to reflect the true performance of a school. While these data are not necessarily inaccurate, a school's performance may also reflect their intake and the social circumstances of their area, so exam results alone would not be a fair reflection of a school's effectiveness. Further information on Insight, the benchmarking tool for schools, is given in Chapter 5
- National testing is not part of the Scottish Government's policy. A significant number of Local Authorities do use standardised testing in their own schools for improvement purposes. There has been a gradual increase in Local Authorities' use of their own testing. In 2010,

approximately half of Local Authorities used testing for improvement purposes. Local Authorities and their elected councillors remain highly interested in exams results.

Evaluation and assessment approaches

What typical approaches are followed to monitor the national and sub-national school systems? What instruments are typically used to assess whether student learning objectives are being met at the national and sub-national levels?

Are school external and self-evaluation practices well established? Is it typical for schools to have internal teacher evaluation systems? Is it common practice for schools to prepare and publish a school development plan?

2.61. The Scottish education system has a strong history and tradition of self-evaluation. Self-evaluation processes are well-embedded practice in authorities and schools as it is recognised that, when carried out well, it can lead to continuous improvement for learners and high-quality learning and teaching practice. It is led by the Local Authority and involves a partnership with Education Scotland to support, extend and challenge the authority's own self-evaluation. The developing culture of professional dialogue, including quality assurance and moderating practice, is intended to lead to better appreciation that self-evaluation should focus on improving the quality of learning and teaching and outcomes for children and young people. Inspection is also a major driver to support improvement through professional dialogue and working with schools and teachers. Overall, the "Scottish approach"²³ to school improvement is well established and self-evaluation is in a mature state in most schools. Increasingly, we are developing peer-to-peer and school-to-school models of improvement, with appropriate external interventions from national agencies and Local Authorities, and support from universities and other providers²⁴. As with all inspection and scrutiny systems, the challenge of "performativity" - heightened efforts to demonstrate adherence to inspection requirements under scrutiny - is present. We hope this is addressed by having broad inspection criteria covering the whole running of the school, including parent and learner views and alternative measures of performance such as examination data.

2.62. It is a requirement of the Standards in Scotland's Schools etc. Act (2000) that schools draw up an annual school improvement plan which takes account of the authority's annual statement of education improvement objectives, and which must be based on consultation with its pupils and parents.

2.63. In addition to public sources of information and evaluation approaches there are further tools for monitoring objective achievement:

- In Scotland there has been a consistent approach to evaluating outcomes across the public sector since 2007. [The National Performance Framework](#) contains a number of national outcomes spanning the whole range of the Scottish Government's policy areas. A set of National Indicators is used to evaluate progress in relation to the national outcomes
- The Accounts Commission (part of Audit Scotland) is the public spending watchdog for local government in Scotland and publishes occasional reports on the education system. The [most recent of these](#) was published in 2014 and assessed how efficiently and effectively Local Authorities are using their resources to maximise pupil achievement in schools

²³ Further information on the "Scottish Approach" can be found in the Education Scotland Appendix to this report (No. 8)

²⁴ For example, evaluation support for such initiatives as SIPPs.

What strategies are typically used to diagnose and address learning difficulties of individual students? Are additional resources targeted to students with learning difficulties? Is year repetition a common practice?

2.64. Additional support needs (ASN) for students can come to light through a range of factors, including parental and pupil concern, class assessment and teacher observation.

2.65. Local Authorities, as part of their duties, must identify and plan to meet individual pupils needs. As part of that process of identification, Local Authorities can use educational, psychological or medical assessment, and can engage help from other agencies.

2.66. Local Authorities support children and young people with additional support needs with a range of additional resources. This includes additional staffing support, use of technology and particular teaching and support methods (for example for dyslexia and other literacy and communication needs). In exams and assessment for qualifications, agreed adaptations can be made to enable full participation of these pupils.

2.67. There is a [statutory presumption](#)²⁵ that children with additional support needs should be educated within mainstream schools, with targeted support as required, unless it is clear that the best interests of the child require non-mainstream alternatives. Local Authorities determine the kind of provision they wish to make for their pupils, but for most pupils the provision is co-ordinated by specialist learning support teaching staff. Parents of children with additional support needs have legal rights to provisions to help resolve disputes, and there is statutory provision for co-ordinated support plans where multi-agency help is required.

2.68. Repeating a year is very rare and only occurs in exceptional circumstances, under the advice of an Educational Psychologist. It would be considered in light of the individual circumstances of the child or young person.

Describe the measures to support the transition between levels (pre-primary to primary, primary to lower secondary, etc.).

2.69. At the transition point between primary and secondary school, relevant personal information, including the children's P7 profiles of progress, and achievements across the whole curriculum are shared with the secondary school to ensure that young people's learning continues as smoothly as possible. This high level of planning for transition between primary and secondary school is intended to ensure that most young people will continue to make strong progress. Support during transition is a key quality indicator set by Education Scotland. Planning in "clusters" (secondary schools and their "feeder" primaries) is also important. However, there is [some evidence](#) that learners in the early years of secondary school are not reaching their required level as well as those at the end of primary school, so this is a closely monitored issue.

2.70. [Growing Up in Scotland](#) reflected the range of measures that schools undertake to smooth the transition into primary school including, visits, advice and activities that parents could undertake with children. It found that 90 per cent of parents thought that adequate support was given to children during the transition from early years provision into primary schools.

2.71. Local Authorities have duties to prepare for the transitions of pupils with additional support needs, from nursery to primary and primary to secondary, no later than six months before the change will take place. In relation to post-school education, authorities are required to plan for transitions for pupils with additional support needs no later than 12 months before the transition. Local Authorities are required to plan as soon as possible for changes which emerge outwith these times for pupils with ASN, for example if they were to change schools.

²⁵ In Section 15 of the Act

Funding of the system

Describe the sources of funding for the school system. What is the role played by central, regional and local bodies for financing the school system? How have these evolved in recent years?

2.72. The Scottish Government provides around 75 per cent of all local government revenue. The remainder comes from business rates and Council Tax levied on local residents. Since 2007, when the concordat between the Scottish Government and local government was signed, education funding has been rolled up into the local government settlement, with a policy of no ring-fenced funding for schools. It is for Local Authorities to prioritise funding to meet local needs and allocate budgets accordingly, including to schools. However, some additional targeted funding is provided by the Scottish Government for specific purposes, such as the implementation CfE, or more recently, for raising attainment. The total gross expenditure on education by the 32 Local Authorities in 2013-14 was £4.8 billion. As a share of total Local Authority expenditure, education has been broadly stable (just under 44 per cent of net revenue expenditure in 2013-14).

2.73. Local Authorities devolve the management of certain elements of the expenditure on education down to school level. Devolved School Management (DSM) was introduced in 1993 with the twin aims of improving local decision making and providing more flexibility to head teachers in responding to the needs of individual schools. The revised [DSM guidelines 2012](#) empower head teachers to meet local needs and deliver the best possible outcomes for young learners, in line with the objectives of Curriculum for Excellence, GIRFEC and the Early Years Framework. A theme running across the guidance is that head teachers should have decision-making power around budgets that allow decisions to be made for the benefit of schools and learners, and does not overburden them with bureaucracy. There will be constraints on head teachers (for example salary costs and scales) which limit some of their flexibility.

2.74. The Scottish Government publishes *Scottish Local Government Financial Statistics* in February each year which provides detail on the amount Local Authorities have spent on education in the previous financial year. Table 2.1 below shows data on spend by school sector for 2009-10 to 2013--14.

Table 2.1: Gross Revenue Expenditure on Education by Local Authorities in Scotland, Cash (£000), 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% change
Pre-Primary	£ 316,370	£ 318,345	£ 303,035	£ 314,380	£ 320,156	1.8
Primary Education	£ 1,790,271	£ 1,826,945	£ 1,810,516	£ 1,821,603	£ 1,846,644	1.4
Secondary Education	£ 1,975,246	£ 1,984,878	£ 1,929,815	£ 1,946,288	£ 1,944,499	-0.1
Special Education	£ 524,632	£ 527,038	£ 512,584	£ 510,508	£ 523,177	2.5
Other	£ 211,633	£ 199,758	£ 181,965	£ 181,675	£ 170,526	-6.1
Total	£ 4,818,152	£ 4,856,964	£ 4,737,915	£ 4,774,454	£ 4,805,002	0.6

Source: Local Financial Return 2014

Expenditure by type of cost

2.75. Two thirds of expenditure on school education was on staffing costs, and over half of the total (54 per cent) is on teachers. Other employees accounted for 14 per cent of spend with "all other expenditure" making up 28 per cent and "support services" the remaining 4 per cent. These proportions have remained relatively stable in recent years.

2.76. "All other expenditure" includes the majority of non-staff costs related to providing an education service such as spending on running of school buildings (repairs, energy, cleaning etc.), school meals services, school transport, equipment (text books, IT etc.). It also includes the "fair value of services" element of PPP (Public Private Partnerships) unitary charge payments.

2.77. Support services refers to services purchased to support delivery of services (for example where an LA purchases finance or IT services from elsewhere within the authority or externally).

Expenditure per pupil

2.78. Average expenditure per primary pupil in 2013-14 was £4,899. This was 0.4 per cent lower than in 2012-13. Average expenditure per secondary pupil in 2013-14 was £6,738. This was 1.4 per cent higher than in 2012-13. This is most likely largely explained by the increase in primary pupils and the slight decrease in secondary pupils between 2012-13 and 2013-14.

Conclusion and main issues

Discuss the main challenges currently facing the school system in the country. Are there any pressures for further decentralisation, or on the contrary, recentralisation of decision-making in school policy? Is the school system facing any issues of coordination among the different decision-making levels?

2.79. It is clear that, while the education system in Scotland is complex and evolving, partnership remains a key feature. Local Authorities have responsibility for delivering the provision of education. This has produced a system intended to adapt to local needs. Taking forward key reforms, such as Curriculum for Excellence, is also a partnership activity.

2.80. The implementation and embedding of Curriculum for Excellence represents a major change in the system. This has occurred with concurrent and strategically planned reforms to Early Years education and childcare and also teacher education, with a view of maximising opportunities for students. All of these reforms have aimed to address inequality in education and improve pupil attainment.

Issues

2.81. Funding: the Funding climate remains challenging as the Scottish Government has experienced a real-terms cut in United Kingdom budget allocations of around 10 per cent since 2010-11. The Scottish Government has sought to provide a degree of protection for local government, due to the vital services they provide, including flat-cash allocations with additional funding for new responsibilities. Despite the difficult overall financial situation, and the removal of a number of "ring-fenced" education funding streams following the 2007 Concordat between central and local

government, the percentage of revenue that Local Authorities spend on education has been largely maintained. However, maintaining this trend will require a continued emphasis on efficiency and prioritisation, causing some pressure on services, particularly if not immediately associated with the “front-line” of teaching.

2.82. Data on system performance: National testing before the S4 examinations has not been in place for a number of years. Since the removal of national assessments in literacy and numeracy in 2010, and the introduction of the (sampled) Scottish Survey of Literacy and Numeracy, Local Authorities and schools have been free to devise systems to ensure that appropriate progress is being made at each level. However, a discussion is ongoing about the nature of what performance data should be gathered on the system, at national, Local Authority and school level in order to aid performance improvement across all objectives. International experience on building a “culture of improvement”, which will engage all stakeholders in gathering, accepting and acting upon performance data for system-wide improvement, will be valuable learning as we seek to foster better performance in a consensual way.

2.83. Curriculum for Excellence takes a holistic view of a child’s learning and development. The importance of parental involvement in CfE, for example in developing the four capacities, health and wellbeing, and skills, are of vital importance. The partnership with the National Parent Forum of Scotland has raised the profile of the importance of parental involvement and helped develop a much greater understanding of the challenges involved at individual, school and Local Authority level. Practice at school and local-authority level has improved with many examples of reaching out and involving more vulnerable and challenging groups of parents. However, reaching out to and working with families remains challenging, particularly for the most vulnerable students.

2.84. As education is the responsibility of, and delivered in partnership with, Local Authorities, it allows for local services to be configured to best suit the needs of each local community. This also may lead to variation in services across the country, including in how support may be given to individual schools. Some guidance may be useful in laying down principles for understanding variations and identifying when it is a necessary adjustment to local conditions, and when it is not aligning with good practice across the country.

Annex: Chapter 2: Further information

The types (primary and secondary) and numbers of schools; the distribution of student numbers across different levels of education within the public sector can be found as attached:

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets>

School contact details as at September 2013 including school roll, FTE numbers of teachers and denomination

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/Datasets/contactdetails>

Pupil census

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/dspupcensus/pupcensus2013>

Independent school register (private sector) can be found as attached:

<http://scotland.gov.uk/Topics/Education/Schools/Parents/IndependentSearch>

Annex: Chapter 2: Gaelic Medium Education, Gaelic Learner Education and Scots

1. In Scotland, young people either receive their education through English or Gaelic. English is by far the majority but there is also a growing Gaelic medium sector where education is available at all stages of schooling and in early learning and childcare.
2. Gaelic medium education (GME) is teaching by means of the Gaelic language as spoken in Scotland. In GME, the language of the classroom will be Gaelic, yet the outcome is a bilingual education enabling young people to achieve equal fluency and literacy in Gaelic and English.
3. Gaelic medium education began in Scotland in 1985 with only 24 pupils in two Gaelic medium units within schools. The number of children enrolled in GME primary classes for the year 2013/14 was 2652.
4. In the early years of Gaelic medium primary education there is normally an immersion phase, which includes a higher percentage of Gaelic in the classroom, to ensure that young people receive a good grasp of and grounding in the language.
5. From Primary 3 or Primary 4, English lessons are also introduced. The aim of this is for young people to be able to operate comfortably and fluently in two languages as they progress through primary education.
6. Gaelic-medium education has the potential to contribute to strengthening Gaelic in Scotland. In 2011, the Census recorded an increase in the numbers of young people between the ages of 3-4, 5-14 and 15-19 who speak Gaelic.

Gaelic Learner Education (GLE)

7. Gaelic learner education is learning Gaelic as a second language and is very different from GME. Instead of Gaelic language being the medium of instruction and learning, English is the primary language of the classroom. GLE is Gaelic second language learning and gives young people an introduction to Gaelic and discusses culture, heritage and identity.
8. Gaelic language is introduced in Primary 1 and normally involves approximately 50- 80 minutes of teaching per week. For primary teachers, Gaelic training is offered and resources are provided to support teachers with the delivery of Gaelic learner education in the classroom.
9. GLE has increased in recent years and looks to further increase as Local Authorities attempt to implement the [national 1 + 2 language initiative](#).

Gaelic Education statistics

10. There are currently 93 Gaelic-medium parent and toddler groups in Scotland and 58 Gaelic nursery schools in Scottish Local Authorities.
11. GME is currently available in 14 Local Authorities across Scotland. Children from 26 Local Authorities access GME as a result of arrangements put in place between them.
12. Gaelic medium education provision is available in 59 primary schools across Scotland.
13. Thirty-three secondary schools across Scotland offer Gaelic as a subject for fluent speakers and out of these schools, 15 teach varying numbers of additional subjects through the medium of Gaelic.

14. At present there are three Gaelic standalone schools at Glasgow, Inverness and Edinburgh. A further three GME primary schools will open during the lifetime of this Parliament (2011-16). These will be in Fort William, Glasgow and Portree. Within these schools the official language of the school is Gaelic and used as much as possible providing full immersion.

15. There are 14 schools in Scotland where GME and English medium education are provided alongside one another but the majority of pupils at those schools receive GME. Six of these schools have recently applied to change their titles to Gaelic status schools. The Scottish government expects that more of these schools will change their status to Gaelic status schools within the near future.

16. Four hundred and eighty-six children were registered for Gaelic Medium P1 in 2013/14. This is an increase of 13 per cent from last year. Overall, the number of children in Gaelic-medium Education increased by 6.1 per cent to 2,652.

17. In Scottish primary schools in the school year 2013-14 there were over 8,000 pupils learning Gaelic and over 3,000 learning Gaelic in Scotland's secondary schools.

Scots

18. Over recent years there have been many attempts to introduce Scots into education. The SQA has developed a Scots language award comprised of 2 units. As well as providing an opportunity to learn Scots, the award also touches on Scots history and dialects.

19. There is now a team of Scots language co-ordinators, employed by Education Scotland, who work throughout Scotland demonstrating to teachers the various ways in which Scots can be introduced and used within the classroom. Due to this, as well as other initiatives, Scots lessons have now become a standard aspect of school education for many learners.

20. Although, many of these education developments are relatively new, Scots has always been well represented in song, poetry and literature which continues to have a mandatory element within schools.

21. Education Scotland's Curriculum Review of Literacy and English, published in 2015, suggests that there may be benefit in the increasing inclusion of Scots language in education. Case studies suggest that providing opportunities for learners to learn in their own distinct dialects provides them with more confidence in various learning disciplines.

CHAPTER 3 CURRICULUM FOR EXCELLENCE AND ITS IMPLEMENTATION

Why Curriculum for Excellence?

3.1. Curriculum for Excellence (CfE) is one of the most ambitious programmes of educational reform ever undertaken in Scotland. For the first time, we are focusing on what the Scottish education system should be delivering for children and young people from ages 3 to 18. As such, CfE is an overarching framework for the education system, and thus the “boundaries” of CfE are arguably more accurately expressed as the boundaries of the education system as a whole, rather than the “curriculum”.

3.2. The attributes of Curriculum for Excellence are that every child and young person should:

- know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen - the “four capacities”
- experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world
- benefit from learning and teaching that strikes a balance between equipping them with the skills for passing exams and skills for learning, skills for life and skills for work
- benefit from an assessment system that supports the curriculum rather than leads it
- experience a smooth transition into qualifications and
- be entitled to support towards entering a positive post-school destination.

3.3. In the 1980s and 1990s, major changes in curriculum and assessment were initiated. The Munn Report led to the introduction of a common curriculum framework from 1983, and the Dunning report of 1977 led to the development of examinations to provide awards for pupils of all levels of attainment. In 1991, a National 5-14 Curriculum was established, providing national guidelines on what children are taught in primary and early secondary at set stages, based on a set of key principles. In this respect, the 5-14 Curriculum was not flexible enough to respond to the rapid changes taking place in society and was therefore in need of reform.

3.4. Following the creation of the Scottish Parliament in 1999, Scottish Ministers were acutely aware the world and society was rapidly changing as a result of, *inter alia*, globalisation and trade, the speed and complexity of information sharing and the internet. The Government felt it essential that education not only kept up with these changes, but anticipated the future as far as possible.

3.5. Accordingly in March 2002, the then Scottish Executive set up a “National Debate on Education” to consult on and develop its long term education policy. This debate invited comments from a range of interests on any aspect of school education, and it is estimated that over 20,000 people took part. In general, responses expressed confidence in Scotland’s schools but concerns were raised that the secondary curriculum was dominated by academic subjects and too exam-focussed. Responses endorsed the view that education had to change to equip young people to live and work successfully in the 21st century.

3.6. In summary, the National Debate suggested that change was needed to:

- reduce overcrowding and cluttering in the curriculum
- make learning more active, challenging and enjoyable
- make better connections between the stages in the curriculum from 3 to 18
- achieve a better balance between “academic” and “vocational” subjects
- broaden the range of learning experiences for young people

- equip young people with core skills
- make sure that approaches to assessment and certification support learning
- offer more choices to meet the needs of individual young people.

3.7. In response, the Government established a Curriculum Review Group, with membership from central and local government, Higher and Further Education, schools, and parent groups. It was tasked with identifying the purposes of education 3-18, and the principles for the design of the curriculum. It produced [A Curriculum for Excellence](#) in November 2004, which was endorsed by the then Minister of Education and Young People, and was received positively by stakeholders. It was agreed the Government should set long-term objectives and that teachers could have considerable latitude about how to achieve them.

3.8. The paper set the values and purposes of the curriculum, and seven principles on which the curriculum should be constructed. The aspiration was to enable young people to develop their capacities as *successful learners, confident individuals, effective contributors and responsible citizens* – the four capacities. The seven curriculum principles were: *challenge and enjoyment, personalisation and choice, depth, relevance, breadth, progression and coherence*.

3.9. A Curriculum Review Programme Board was established to advise Ministers, and steer the work towards a new curriculum. Following a period of consultation, research and a review of existing curriculum guidance, they published [A Curriculum for Excellence: Progress and Proposals](#) in 2006, setting out key recommended features of the curriculum, and outlining aspects where more thinking was required.

3.10. Further details of the timeline of the development and roll-out of CfE are attached as Appendix 6

School education on the eve of CfE

3.11. In 2009, Her Majesty’s Inspectorate of Education (HMIE) report [Improving Scottish Education](#) stated that “inspection evidence shows that Scottish education does many things well and some things particularly well. Most learners are well supported and well taught. In primary and secondary schools, young people generally make sound progress in their learning, behave well, have good relationships with their teachers and ultimately achieve an appropriate range of formal qualifications”. However, HMIE identified areas for improvement. In particular, “while many of our young people perform well in school and beyond, too many do not develop sufficiently the competences, capabilities and values which are vital for the future success and wellbeing both of themselves and Scotland as a whole”.

3.12. The HMIE report suggested that Curriculum for Excellence “was both timely and necessary” in encouraging learning and teaching of the highest quality. The issues that HMIE recommended Curriculum for Excellence should address include:

- being clear about the elements that should form part of every young person’s education, irrespective of perceived ability, social background or school attended
- being much more rigorous and explicit about the development and certification of essential skills, particularly literacy and numeracy. This requirement goes beyond pupils with specific difficulties to all pupils, including those entering higher education and
- providing space for imaginative teaching that can capitalise on approaches which make learning relevant, lively and motivating

Main components of CfE

Describe the main objectives, scope and components of CfE? What are, specifically, the more immediate policy priorities and education targets?

3.13. *Building the Curriculum 3: A Framework for Learning and Teaching* sets out [six entitlements](#) that every learner should receive. These are:

- a coherent curriculum
- a Broad General Education
- a Senior Phase where he or she can continue to develop the four capacities and also obtain qualifications
- being able to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing
- to receive personal support to enable them to gain as much as possible from the opportunities which CfE can provide and receive support in moving into a positive and sustained destination.

3.14. CfE is a broad curriculum framework that provides a coherent curriculum, assessment and qualifications approach for all children and young people from the ages of 3 to 18. Unlike previous curriculum approaches, CfE does not provide a centralised model that teachers can take and apply across Scotland. Rather than a specified national curriculum, the broad national framework, set out in the CfE Experiences and Outcomes structured within the curriculum areas, provides a new landscape for curriculum planning, where schools, practitioners and their partners have local flexibilities to design the curriculum around the needs and aspirations of the individual and groups of learners, and indeed the needs of the local community.

3.15. CfE is designed to promote holistic achievement, as defined by the attributes and capabilities of the four capacities, within which attainment of specific aspects, including literacy and numeracy, is identified for quantifiable measurement. This is an important shift of emphasis in that it ensures that a high priority of given to the development and wellbeing of the whole person through the curriculum, rather than only narrow academic aspects. It is intended to enable local decisions to guide personalisation and choice so that learning needs can be met in a much more bespoke way than previously.

3.16. CfE promotes blended learning that balances the need for knowledge, understanding and skills. This approach is intended so that skills, including higher-order thinking skills, are developed and applied in contexts that are relevant and meaningful in the modern world, and that their purpose is understood and valued. The framework is designed to ensure that achievement pathways have strong progression in learning through ages 3-18 as children and young people build on their learning in the Broad General Education phase (ages 3-15) in order to specialise in working towards taking National Qualifications in the Senior Phase (ages 16-18). In accordance with the principles, the important aims are to:

- focus on making learning more engaging and relevant to the real world
- offer learning which provides both depth and breadth
- increase personalisation and learners' choice within the framework
- raise standards for all
- enable young people to improve their confidence, skills, achievement and attainment
- provide more flexibility, giving teachers greater professional freedom
- offer a simple and effective structure of qualifications and assessment

- provide skills for work options, with appropriate recognition for vocational learning and broader achievement
- develop literacy and numeracy, and other essential skills for life and work
- provide for subject teaching alongside cross-subject and inter-disciplinary activity.

3.17. CfE places literacy, numeracy and health and wellbeing at the centre of all learning, in all curriculum areas, as the responsibility of all practitioners. It emphasises the important contribution to learning of the ethos and life of the school as a community, of the ways in which learning is organised and of inter-disciplinary work. It also encourages recognition of young people's personal achievements within and beyond school, through partnerships which support learning, e.g. with business, arts and community organisations, in addition to school-based learning.

3.18. National standards and expectations for learning and progression for the whole curriculum are set out in the Experiences and Outcomes. The title "Experiences and Outcomes" recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities, and in achieving active engagement, motivation and depth of learning. An "outcome" represents what is achieved. Taken as a whole, the Experiences and Outcomes embody the attributes and capabilities of the four capacities with a strong emphasis on the acquiring of skills and the application of knowledge. They apply to the totality of experiences which are planned for children and young people, including the life and ethos of the school, inter-disciplinary studies and opportunities for personal achievement, as well as learning in curriculum areas and subjects. This means they apply beyond timetabled classes into, for example, enterprise and health activities and special events.

3.19. The Experiences and Outcomes and associated Principles and Practice papers for the eight curriculum areas, which were published in April 2009, set the national framework for learning and teaching. The final version of these followed consultation with teachers on a draft and trialling in a sample of schools, with the University of Glasgow analysing the feedback to help refine their content. The eight curriculum areas covered are:

- Expressive Arts
- Languages and Literacy
- Religious and Moral Education
- Social Studies
- Mathematics and Numeracy
- Sciences
- Technologies
- Health and Wellbeing.

3.20. The Experiences and Outcomes are presented within a framework of "levels" for ages:

- Early, for children aged 3-6, in pre-school and Primary 1
- First, by end of Primary 4 (age 7-8), but earlier or later for some
- Second, by end of Primary 7 (age 10-11), but earlier or later for some
- Third and Fourth in Secondary 1-3 (age 12-15), but earlier for some.

3.21. The eight curriculum areas (see footnote for links)²⁶ are set out in linear development, which describes progress in learning through the levels. The introductory statements within the frameworks for the Experiences and Outcomes provide broad aims of learning within the curriculum area and act as a reference points for planning.

²⁶ [Expressive Arts](#), [Languages and Literacy](#), [Religious and Moral Education](#), [Social Studies](#), [Mathematics and Numeracy](#), [Sciences](#), [Technologies](#), [Health and Wellbeing](#)

3.22. Where appropriate to the needs of the child, it is possible for all of the Experiences Outcomes up to level 3, and some at level 4, to be experienced during the course of the Broad General Education phase. However, in designing programmes of learning, teachers are encouraged to cluster these Experiences and Outcomes in ways that give rich and deep learning experiences rather than seeing each Experience and Outcome as an independent learning context. Staff can also extend the development of skills, attributes and capabilities and the development of understanding into more challenging and high levels of performance within and across levels.

3.23. National support, presently underway, is promoting the organisation of learning around “[significant aspects of learning](#)”²⁷. These progression frameworks are building on the advice in the Principles and Practice papers and proving to be particularly helpful as teachers plan for coherent groups of Experiences and Outcomes to meet local needs and circumstances, and to address personalisation and choice. Within the context of assessing progress and achievement in the Broad General Education, the significant aspects of learning brings together a coherent body of knowledge, understanding and related skills as detailed within the Experiences and Outcomes. These significant aspects of learning refer to the core learning against which learners’ progress can be compared periodically and support holistic judgements about progress and achievement of levels. For assessment purposes, significant aspects of learning are intended to give a greater confidence that children and young people are making strong progress in learning through the Broad General Education phase.

3.24. Fourth Level is broadly equivalent to [Scottish Credit and Qualifications Framework \(SCQF\)](#) level 4. Experiences and Outcomes at this level are intended to provide possibilities for choice and further progression in some areas and to blend seamlessly with programmes of learning leading to qualifications in the Senior Phase. As such, it is likely that Experiences and Outcomes at this level will be used more selectively and relate to young people’s choices about progression pathways through the Senior Phase and beyond. National advice (a number of key policy publications provide [national guidance](#)²⁸ for CfE development in schools) gives clear encouragement for teachers and schools to plan for this seamless transition from the Broad General Education phase through S3 into qualifications programmes.

3.25. CfE and the content of the Broad General Education phase are not governed by legislation in Scotland, apart from the stipulation that schools must provide religious education and Religious Observance (though parents may withdraw their children from it). However, it achieves almost universal buy-in across schools and Local Authorities because of the partnerships that have been established to achieve consensus as to its definition and approach. The *Building the Curriculum 3* guidance, and the Experiences and Outcomes for Health and Wellbeing, highlight the expectation that schools should continue to work towards two hours of good-quality Physical Education for every child, each week.

Curriculum for Excellence Senior Phase

3.26. Following the Broad General Education phase, all young people are entitled to a Senior Phase of education, which takes place broadly between the ages of 15-18. The Senior Phase is

²⁷ Significant Aspects of Learning (SALs) are the basic building blocks of learning that ensure progression is secured. The significant aspects of learning share a number of key features. Each brings together a coherent body of knowledge and understanding and related skills, as detailed in the experiences and outcomes; is common to all levels from early to third; can provide sound evidence of learning in accord with the principles of *Building the Curriculum 5: A Framework for Assessment*; supports the practice of holistic (‘best fit’) assessment; can be effectively used to inform assessment of progression within a level and achievement of a level; and can be readily used to plan further progression within a level and from one level to the next.

²⁸ Also CFE briefings of which there are now [16](#). An annual inspection advice note of which there are now [three](#)

intended to build firmly on the Experiences and Outcomes a young person will have experienced through the Broad General Education Phase to age 15 and the CfE principles should continue to underpin the experience of all young people in their Senior Phase. This phase offers young people the opportunity to extend and deepen their learning as they build a portfolio of qualifications which recognises their learning, enables them to continue to develop their skills, knowledge and understanding, and offers pathways to the next stage.

3.27. The publication [16+ Learning Choices](#) in 2010 set out a strategy to ensure every young person has an appropriate offer of learning in the Senior Phase of their education before their planned school leaving date. 16+ Learning Choices is an offer by Local Authorities and their partners to all young people and gives particular attention to those who face barriers to learning.

3.28. *Building the Curriculum 3* makes it clear that young people are entitled to continue to develop their skills for learning, life and work in whatever type of provision is best suited to their needs and aspirations. They might stay at school in Secondary 5-6, go to further or higher education, take part in a national training programme, volunteer, get a job or engage in community-based learning.

3.29. Career information, advice and guidance is available for all young people – with more for those who need it most. This helps young people make, take up and sustain their post-16 learning choices. A wide range of organisations in Scotland are responsible for the planning, management and delivery of Career Information Advice and Guidance and for providing career-related learning. This includes Skills Development Scotland (SDS - our national skills agency), schools, colleges, universities, employability services and training providers. The publication of the policy paper [Career Information, Advice and Guidance in Scotland-A Framework for Service Redesign and Improvement](#) in March 2011 was a key stage in the development and modernisation of the national provision of careers support. The paper highlighted the Scottish Government commitment to an all-age universal Careers Information Advice and Guidance service provided through SDS. In addition, it highlighted the role of partnerships in developing and improving this provision. As part of this, the Association of Directors of Education in Scotland (ADES), Education Scotland and SDS have worked closely over a period of rapid change to develop [a quality framework](#), published in 2014, which supports SDS' internal self-assessment processes, and underpins the external review of provision.

3.30. During this period, SDS have developed a new model of delivery designed to have a greater focus on developing an individual's career management skills. In addition, they have adopted a more sophisticated model of service delivery, using, for example, the web presence [My World of Work](#). This is an important resource for supporting young people in their continued learning and development through the Broad General Education and the Senior Phase. Through this, the intention is that they will continue to experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. This includes investigating different careers/occupations, ways of working, and learning and training paths.

Assessment

3.31. Building on principles developed over a number of years, such as those embodied in [Assessment is for Learning](#), [Assessment for Curriculum for Excellence](#) is intended to put the learner at the centre of the assessment process, and emphasises assessment as part of learning and teaching. Assessment and qualifications policy and practice are designed to be fully aligned with the intentions of the curriculum, with assessment following rather than leading the curriculum.

3.32. Assessment data are used for formative, summative and evaluative purposes. The diagram below outlines the four coherent parts of the assessment system in Scotland, designed to support both assessment for learning and assessment for monitoring and accountability.

Formative

<p>Formative assessment Personal learning planning involving learners, parents and other adults in the learning process</p> <p>Internal</p>	<p>Local Authority collection and analysis of information to inform provision and improvement Education Scotland inspection feedback and subject/quality/improving reports Follow-through inspection activities Feedback from SQA's quality assurance activity</p>
<p>Teachers' assessment judgments and reports with local moderation/verification and quality assurance as part of understanding and sharing standards</p>	<p style="text-align: right;">External</p> <p>Scottish Survey of Literacy and Numeracy (P4, P7, S2) National Qualifications (SQA) Programme for International Student Assessment (PISA-OECD) Education Scotland inspections and reports on authorities, early learning and childcare settings and schools</p>

Summative

3.33. Teachers make overall professional judgements about young people's progress within the Broad General Education phase, including the overall achievement of a level within the curriculum. This judgement is based on a range of assessment evidence, which is moderated at local level. There has been a substantial investment in local and national moderation of standards to support these judgements. A wide ranging programme of support is provided by Education Scotland.²⁹

3.34. [Building the Curriculum 5: A Framework for Assessment](#) sets out guidance on assessment to support learning 3-18. It links the assessment approaches to the values and principles of CfE and identifies as principles: supporting learning; promoting learners' engagement; and ensuring appropriate support. A key element of assessment is quality assurance and moderation approaches, which build expertise in sharing, understanding and applying standards and expectations and build trust and confidence in teachers' judgments. In conjunction with the on-line [National Assessment Resource \(NAR\)](#) these approaches are intended to support teachers and build expertise and capacity. The NAR provides quality assured materials exemplifying a range of assessment approaches.

²⁹ Such as annotated exemplars of young people's work and progression frameworks for each curriculum area which are developed locally based on the school's context.

3.35. The Framework states that assessment information should be used to report on learners' progress and achievement against standards and expectations (drawing on Experiences and Outcomes and their equivalents in national qualifications) and to inform self-evaluation and improvement by the learner, by schools and at Local Authority and national levels. It provides guidance on achievement and [profiling](#), and advice on developing practice to ensure that learners' achievements are recognised.

3.36. Across Scotland, networks of teachers have developed support materials for other teachers in relation to all of the new national qualifications, coordinated by Education Scotland. Materials are shared nationally from most Local Authorities. Support networks of teachers who are leading the development of the curriculum and the national qualifications materials are well established³⁰. A range of quality assurance workstreams have been set up to build capacity in sharing standards and have been supported nationally by awarding grants to Local Authorities to release practitioners for participation. Participants were supported by mentoring from Education Scotland.

3.37. The National Quality Assurance Group (NQAG) was set up to review development work focusing on approaches to Quality Assurance and Moderation and to build capacity across authorities. NQAG has quality assured all projects from the quality assurance and moderation workstreams and £509,000 has been provided to fund these projects since 2011. One of the group's main purposes was to identify material suitable for publication on the [National Assessment Resource](#), which is a key support for assessment guidance in CfE.

Qualifications

3.38. The qualifications developed to support Curriculum for Excellence are designed to meet the 21st century needs of Scotland and Scottish learners and equip learners to take their place in a modern society and economy. They are intended allow learners to develop the skills for learning, life and work that they will need to be able to realise personal ambition and compete in the context of global demographic change, in national and international job markets and play a full role in the economy and society.

3.39. New National Qualifications build on qualifications developed over the past four decades in Scotland. They also address a consistent trend of rising staying-on-rates in post-compulsory education and a consequent demand for a much wider range of qualifications. Further information on the approach of the Scottish Qualifications Authority is set out in Appendix 3.

3.40. The new qualification framework was announced in 2009. With a simplified structure, the qualifications have a greater focus on skills and provide better opportunities for demonstration of the knowledge and skills acquired. They are based on a unit structure. Only qualifications at National 5 and above have an element of external assessment, but all qualifications are subject to moderation by the Scottish Qualifications Authority (SQA) through sampling coursework and units.

3.41. In terms of current priorities, the implementation of the CfE National Qualifications is continuing. National 3, 4, and 5 were rolled out during academic year 2013/14, and the new Higher qualifications are being delivered during the current academic year 2014/15. The Advanced Highers are due to be delivered in 2015/16. Both SQA and Education Scotland continue to be involved in

³⁰ Examples of networks include: National Literacy Network, Health and Wellbeing Network, STEM Connects, Cultural Organisations and Local authorities (COALA), Computing Science advisory group, Scottish Financial Education Forum, Local Authority Expressive Arts National Network (LEANN), Education Authority Forum for Assessment Co-ordinators. Inclusion, Rights, Support and Wellbeing Link officers network

providing practitioners with ongoing support to deliver these in establishments, and are contributing to the [Reflections Group](#) set up to consider the experience of the new qualifications.

Policy Developments

Please describe the ongoing reforms and policy developments related to the CfE, including the reasons why these were initiated and the agencies responsible for implementing these.

3.42. The significant focus of the Scottish Government is to faithfully develop and implement CfE in order to achieve the best outcomes for learners. To that end, the Learning Directorate in the Scottish Government (SG) oversees policies to ensure sufficient accommodation and human resources to deliver the school system, as well as sponsoring the work of Education Scotland. However, there are a number of areas where, within the framework of CfE, a number of specific policies are promoted. These include:

- **Action on literacy and numeracy:** [Literacy Action Plan](#) was published by the Scottish Government in October 2010, and a Standing Literacy Commission was set up to oversee delivery of the relevant commitments. This has more recently been supplemented by the establishment of a number of inter-authority [literacy](#) and [numeracy hubs](#) across the country who are working together in a systematic way (with some additional Scottish Government funding) to improve local literacy and numeracy strategies and, ultimately, achieve better outcomes for young people
- Activity on **Raising Attainment** and equity is covered in Chapter 5.
- The Learning Directorate are also taking forward the following specific curriculum developments:
 - Creating the conditions in schools in which every child will learn two languages in addition to their mother tongue, to be rolled out by 2020
 - Developing the concept of One Planet schools, including action on professional standards for sustainability education and leadership in schools on environmental and global citizenship issues as well as outdoor learning and children's rights. This is referred to as Learning for Sustainability (LfS) and
 - Developing the concept of "Scottish Studies" in our schools, creating a distinct strand of learning focused on Scotland.

Implementation process of Curriculum for Excellence

Describe how national school policies are developed. Which actors are typically involved in setting school policy? Are there any tensions between these actors about the relative priority that should be given to different objectives? How was the process followed for CfE?

Please describe the process of implementation (e.g. actors, resources, strategies implemented, engagement with key actors). Has this process been evaluated and has their impact been assessed?

3.43. From the outset, the development of Curriculum for Excellence has been characterised by a significant amount of consultation and engagement. Ministers wanted the developments to be informed by professional and public dialogue. There has also been strong ongoing cross-party political support throughout the process.

3.44. CfE was intended to offer flexibility in the way in which teaching and learning is managed, provided the four capacities are delivered. While the framework for CfE was set nationally, decisions regarding the detail of delivery rest with Local Authorities, their schools and

teachers. In turn, in planning and delivering learning, these local bodies are expected to consult with the wider community, parents and learners themselves on a curriculum appropriate for the local context. Local Authorities are expected to offer clear policy guidance to their schools on how the curriculum is to be delivered, and head teachers are responsible for the day-to-day implementation, management and organisation of the curriculum.

3.45. Education Scotland also provides intelligence on what is happening in schools through their inspection functions and [3-18 curriculum impact reviews](#), and share good practice through a wide range of channels. Education Scotland Area Lead Officers coordinate the support, scrutiny and intelligence gathering in each of the 32 Local Authorities, e.g. [The Journey to Excellence](#). Education Scotland also offers a wide range of tailored support, based on Local Authority partnership agreements and any emerging support issues at school, local or national level. Any school which does not receive a positive inspection report then receives a tailored package of support from Education Scotland, drawing on relevant teams from across the organisation.

3.46. There has also been active and ongoing partnership, working with teachers and their professional associations, in the support provided for CfE. This has been agile and responsive based on the changing support needs. For example, Education Scotland has offered to provide tailored support to any secondary school or department who requests it. All secondary head teachers are brought together once a year (over four events) by Education Scotland, ADES, SQA and Skills Development Scotland to promote and encourage professional dialogue. An Education Scotland online service acts as the support hub for all materials and good practice exemplars.

3.47. The Scottish Qualifications Authority have also undertaken a range of consultation activities throughout the development of the new CfE National Qualifications, which is noted in their submission, attached at Appendix 3. This has been continued with over 300 CPD events to support teachers and specific subject-oriented CPD.

3.48. There have been formal avenues for broad consultation as CfE has developed, starting with the Curriculum Review Group, followed by the Curriculum Review Programme Board. At present, the Curriculum for Excellence Management Board, chaired and supported by Scottish Government officials, has overall responsibility for the delivery of the national elements of CfE. It includes representation from Local Authorities, teacher and head teacher associations, national bodies (such as Education Scotland, Scottish Qualifications Authority and Skills Development Scotland), the National Parent Forum of Scotland (NFPS) and Colleges and Universities. The Association of Directors of Education in Scotland (ADES)³¹ convenes a curriculum, assessment and qualifications network (CAQ) of senior education officers that supports, coordinates and promotes delivery activity across all 32 Local Authorities linking closely with national agencies. A separate [CfE Implementation Group](#), established in 2011 and chaired by Education Scotland, involves those directly responsible for major aspects of delivery, and helps identify and jointly address any issues arising.

3.49. The approach to curriculum change within CfE has been based on engagement of practitioners and other stakeholders in a continuous process of professional learning and development. It has engaged practitioners in thinking, from first principles, about their educational aims and values and their classroom practice. This process is based upon evidence of how change is brought about successfully, through a climate in which reflective practitioners share and develop ideas. This approach is not about a one-off change or a start date for implementation but has involved a long-term change strategy where practice has evolved over a number of years.

3.50. This co-production, through engagement of practitioners and stakeholders, is a key feature of the way policy and curriculum guidance has been developed. Following the publication of

A Curriculum for Excellence: Progress and Proposals in 2006, draft Experiences and Outcomes were developed “by practitioners, for practitioners” and these were published in a phased way over 2007 and 2008. The engagement strategy encouraged participation from a wide range of stakeholders. Practitioners were encouraged to pilot and trial elements of the guidance and the draft Experiences and Outcomes in order to test, model and inform refinement of the guidance. In this way, the ideas and principles set out in the early guidance supported changes to classroom practice. Through professional dialogue, reflection and debate, staff were encouraged to reach a shared understanding of expectations and a consensus view of the way forward.

3.51. The findings of a study conducted by the University of Glasgow about the feedback and response to the CfE draft Experiences and Outcomes, published as an interim report in 2008 and as a [final report](#) in 2009, informed the further development and finalisation of the Experiences and Outcomes which were published in 2009.

3.52. The process of professional engagement, familiarisation and development continued during 2009, encouraged, enabled and facilitated by managers, head teachers, Local Authorities and supported by national agencies. National expectations for implementation of CfE are set out each year within the CfE Implementation Plan with the expectation that schools and other providers will use the national guidance to support self-evaluation and use evidence from their self-evaluation to identify priorities for improvement.

3.53. In order to facilitate the development and implementation of CfE, there is a wide range of professional networks, working groups, conversations and conferences, which support practitioners and their partners and stakeholders in collaborative approaches to taking forward improvements. These function within and between schools and establishments, at Local Authority level and inter-Authority level as well as at national level facilitated by Education Scotland, SQA and professional organisations. They involve different combinations of staff, for example, classroom practitioners, Local Authority officers, head teachers, subject principal teachers, parents, college and higher education and third sector organisations working together. These networks can involve staff focusing on provision on a sectoral basis, such as early education and childcare, primary, secondary and post school. They provide the opportunity to provide updates and share information, engage in professional discussions and collaborate and share resources and good practice. They are also an important way to consult on policy and development of guidance, as well as being a way to agree key priorities for further support and development at school, Local Authority and national level.

Issues raised during implementation

3.54. There is largely a consensus of support for the principles and direction of CfE across political parties. Where concerns about the implementation have occurred, predominantly from opposition political parties and teacher unions/bodies, these have mainly focused on the readiness of Local Authorities and schools to implement CfE to the original timescales, particularly in relation to key deliverables such as the roll-out of new qualifications. There has also been debate around the level of support and resource for schools/teachers’ provided by national agencies, including Education Scotland and the Scottish Qualifications Authority. In particular, teacher bodies have requested more detailed support for the qualifications.

3.55. Issues have also been raised, particularly by parents, on the numbers of subjects which can be studied at S4. There is a variety of practice across Scotland, with most schools offering six to eight subjects. Concerns were based on the perception that the previous Standard Grades allowed for greater numbers of qualifications, generally eight, to be taken during S3 and S4. The CfE curriculum model is intended to allow for depth of learning across a range of subjects up to S3, in order to provide a strong grounding for progression into the Senior Phase, and opportunity for a more varied and flexible set of learning experiences and qualifications which reflect an individual learner’s strengths and interests. As all young people will have studied all eight curriculum areas to the end of

S3 (to a later stage than previously), and ideally to a higher standard than ever before, they will be able to take qualifications across S4-6 (or beyond). The aim is that the Senior Phase will be planned and tailored to meet the needs and aspirations of each learner through flexible pathways.

3.56. As implementation progressed, a number of adjustments were made to the planned programme, and a number of additional support measures taken in consultation with stakeholders. These included:

- Additional implementation year – a delay in roll-out from 2009 to 2010
- Funding for extra teachers in 2009/10 to support implementation
- Extra in-service days to enable teacher training
- Funding for assessment approaches, to help support moderation and quality assurance
- A temporary suspension of secondary school inspections in 2010/11, enabling Education Scotland inspectors to offer tailored support for implementation in schools
- The option for school departments to continue with the old Higher qualification during academic year 2014/15, in consultation with school management and their Local Authority
- A “deep audit” on the readiness of schools to implement the new qualifications in 2012. To ensure robustness of the audit, Education Scotland gathered information from all 32 local authorities about the readiness of all secondary schools and in so doing was able to identify individual schools, departments and subjects where further support was required to ensure that staff and schools were ready to deliver the new qualifications.
- Provision of more detailed course materials and subject events for teachers in 2012 to support implementation of the National Qualifications
- As highlighted by the OECD (2013)³² Scottish teachers work longer than the OECD average. The Scottish Government is committed to tackling the workload associated with the realisation of CfE. A [report](#) was commissioned by the Working Group on Tackling Bureaucracy in 2013, setting out key messages and actions to help prevent unnecessary bureaucracy. A further follow-up [report](#) has recently been published, ensuring a range of measures and guidance to assist schools in their efforts to reduce bureaucracy
- The [Reflections Group](#) also considered lessons to be learned from the first year of new national qualifications.

Monitoring and evaluation of CfE

What policies were put in place at the different levels of the system to support the implementation of CfE? What approaches exist to monitor the implementation of CfE at the different levels of the school system? Which actors or agencies are involved in the process of monitoring and supervising how CfE is being implemented in the school system?

3.57. Various bodies have roles in overseeing the implementation and progress of CfE. A visual giving the governance structure and the various working groups involved is attached as Appendix 5.

3.58. From the initiation of CfE the approach to monitoring and evaluation was designed to be formative and supportive in nature, helping to improve the development and implementation of this major reform. On an ongoing basis, we want to learn what aspects are working well and what can be improved and how. Evaluation activity has evolved over time as CfE moves through the implementation phase, where there has been significant monitoring activity, to a more reflective phase intended to build resilience for the long-term.

³² OECD (2013) Education At A Glance

3.59. The CfE Management Board oversees the formative evaluation strategy which consists of a multi-part programme structured around two main components:

- Review of implementation at school, Local Authority level and national level
- Monitoring of indicators of key outcomes at system, school and individual level.

3.60. The CfE Implementation group was set up to monitor the implementation of the curriculum and included representatives from Education Scotland, Local Authorities and the Scottish Qualifications Authority. This group regularly reviews the outcomes of a range of monitoring and evaluation activity.

Evaluating implementation

3.61. The implementation of CfE at school level has been regularly reviewed through a process consisting of self-evaluation within schools and Education Scotland's activity to support and assess improvement at both school and system level. This is further supported by Education Scotland's [inspection activity](#) which covers the inspection of educational provision in schools, learning communities and across Local Authorities. The inspection methodology places great emphasis on the views of the stakeholders involved at school level including parents, learners and teachers, providing Education Scotland with a wealth of data on how stakeholders have engaged with the implementation of CfE.

3.62. This process of continuous evaluation and improvement has been further supported by specific activities that have taken place at different stages during the implementation process. These include:

- Annual reviews of implementation at Local Authority level that took place in 2010, 2011 and 2012. These reviews were based on detailed questionnaires completed by Local Authorities and other key stakeholders which were critically analysed and collated by Scottish Government analysts. These reviews provided assurance that implementation was progressing satisfactorily but also highlighted areas where further support and development was required
- A detailed audit of Local Authority readiness for the effective introduction of the new qualifications undertaken by Education Scotland in 2012. It stated that, overall, secondary schools were making good progress in preparing for delivery and implementation of Curriculum for Excellence
- Annual reviews of the teacher questionnaire component of the Scottish Survey of Literacy and Numeracy since 2011 which provide valuable data on the confidence of teachers in delivering CfE. The latest [2013 survey](#) (on numeracy) showed that up to 97 per cent of primary school teachers were confident in teaching the Experiences and Outcomes for their area³³ with slightly lower figures for secondary schools (87 per cent for maths teachers and 95 per cent for non-maths teachers). Primary school teachers also exhibited slightly more confidence in teaching over-arching subjects such as numeracy and Health and Wellbeing across the whole curriculum
- An [independent review](#) by Audit Scotland of school education undertaken in 2014. While this found improvement on 10 measures of attainment, it also noted some variation between Local Authorities
- Independent evaluations have been undertaken on key areas of activity such as the [Literacy Hubs](#) and Raising Attainment Activity and further work of this nature is planned, for example, an evaluation of *Teaching Scotland's Future*

³³ Not necessarily "numeracy"

- Education Scotland produces aspect reports focusing on different elements of the curriculum e.g. the [Sciences 3-18 curriculum impact report 2013 update](#), [Creativity across learning 3-18 curriculum impact 2013 report](#) and [Health and Wellbeing 3-18 curriculum 2013 impact report](#).
- Education Scotland also publish [trends in inspection findings](#) every three years to give a system-level picture
- Quality Assurance and feedback to schools undertaken by the Scottish Qualifications Authority. SQA are undertaking a five-year programme of evaluation of the new Nationals, with further details in the Appendix 3 of the report
- A number of Curriculum Learning Teaching Assessment and Support (CLTAS) Forums, facilitated by Education Scotland, are being rolled-out. These are intended to ensure that the curriculum maintains its relevance, and is capable of achieving high-quality outcomes for learners. These forums involve a range of stakeholders, including representatives from the teacher unions, practitioners, parents and wider partners and experts, such as employers. The views of learners will also be taken into consideration
- Finally, to provide a system-wide independent evaluation, the OECD has been invited to conduct a country review.

Reviewing outcomes for learners

3.63. Under CfE, the Scottish education system seeks to promote broad achievement and attainment, described by the four capacities, across the entire school career . Accordingly, a range of outcome measures at individual, school, Local Authority and national level are used to review the performance of the system and to point to potential areas for further investigation.

3.64. At national level the main indicators used are:

- National qualifications and awards which show how students attain mastery of the curriculum across a range of subjects and skills, including both academic and vocational qualifications
- PISA - a measure that shows how 15 year-old Scottish students fare compared to their peers in other countries, relative to an objective set of skills and competencies, in maths, science and reading
- The SSLN which demonstrates performance in the core areas of literacy and numeracy for a national sample of pupils at P4, P7 and S2
- Schools leaver destinations data which shows how students successfully make the transition to future positive destinations such as further or higher education or employment
- Other national surveys, such as the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), provide information on wider wellbeing issues which give a proxy for other elements of the four capacities.

3.65. The recent launch of the Insight system provides teachers, schools and Local Authorities with an improvement tool that enables them to examine performance in the Senior Phase of the curriculum (there is no equivalent national tool covering the Broad General Education phase due to the lack of national testing before the Senior Phase), which focuses on four measures, namely: improving post-school participation, improving attainment in literacy and numeracy, improving attainment for all and tackling disadvantage by closing the gap in attainment within the different parts of the pupil population.

3.66. The Royal Society of Edinburgh has set out a number of questions testing the impact of CfE, attached at Appendix 4.

Conclusion and main issues

What are the main policy challenges identified by Scotland while implementing Curriculum for Excellence in schools?

3.67. CfE has largely been warmly welcomed and received significant amounts of support in its implementation. The Scottish Government has continued to set the overall direction of curriculum policy, but a more devolved system has been created. Many schools and Local Authorities have made effective use of this increased freedom and have innovated, developing more effective teaching practice. Indeed, it has been a central aim of CfE to improve overall attainment, both national and locally, partly by providing Local Authorities and schools with the freedom to innovate locally.

Issues

3.68. A number of challenges for co-ordination across a system where responsibility is distributed have been identified.

3.69. **Central support and guidance:** Previous large-scale curriculum changes in Scotland were marked by significant amounts of centrally-prepared materials being given to teachers to aid their practice. A considered decision was taken for CfE that this approach should not be repeated and local curriculum development within the national framework should prevail. Nevertheless, advisory resources have been produced by Education Scotland, SQA and others. Some teachers have found it difficult to adapt to a more devolved system of curriculum development, particularly associated with national qualifications. Inspection reports and stakeholder experience suggests that there is variation in the levels of leadership and use of flexibility seen at all levels - Local Authority, school leadership and within the classroom. Striking a proper balance between authoritative, accessible advice, and allowing teacher and head teacher capacity to grow and flourish is an important issue.

3.70. **CfE and how it is interpreted and received in delivery:** While CfE had a great deal of support in its inception and particularly in its philosophy, as in any major curricular reform there is a tension between the vision of system leaders, early adopters, and how those who are charged with implementing the system at the “front line” interpret it and turn it into reality. These can be seen (not exhaustively) in a number of issues:

- **Assessment:** Placing and maintaining assessment as part of learning and teaching, and recognising that exams are driven by system requirements, not the other way round. The aim to place a higher emphasis on teachers’ assessment judgements for senior student outcomes (as opposed to external exams) without creating onerous systems of assessment within schools has been challenging
- Concern in some quarters that the **emphasis placed on “skills” in CfE downgrades “knowledge”**. There is an issue between developing learners to be resilient to acquire knowledge as and when required throughout their careers, and giving the “powerful knowledge” that allows them to do so. Some parts of the system have found it challenging to move emphasis to a skills-founded approach and we continue to work this through so that this founding principle is realised
- **Coherence:** As well as “fidelity” to the founding vision of CfE, this involves ensuring a seamless learner journey from the ages of three to 18, where capacities are built up systematically through the whole of school. In particular there are still issues around the transitions between Early Years to Primary education and between Primary and Secondary schools, in terms of whether sufficient useful data is shared around the system, whether schools act on it, and whether adequate learner engagement is maintained.

3.71. Evaluation of Curriculum for Excellence: While there is significant evaluative activity, ranging from international comparison to self-evaluation at all levels of the system, validating and quality-assuring these processes is necessary so that they deliver meaningful insights, adapt to changing circumstances, and guide dialogue on improvement. Among the challenges to evaluation are limited data that provides a “baseline” for CfE, particularly for Broad General Education, and there is a need to identify future steps to ensure better outcomes data that can attest to impact of the reforms. Evaluation, monitoring and inspection systems may also lose their effectiveness when those under scrutiny attempt ensure they appear in the best possible light. This will be an ongoing challenge when further developing an improvement culture.

3.72. Agreement on the key outcomes that determine a “successful system”: Data on attainment is plentiful, particularly in the Senior Phase, but ways of assessing progress in the other aspects of CfE need to be identified in order to demonstrate progress in the wider impacts of the education system.

CHAPTER 4: SCHOOLS, TEACHERS AND LEARNING ENVIRONMENTS

School provision

How is the school network organised? Are there established principles or regulations for the organisation of the school network (e.g. size of schools; geographical distribution of schools) at the central or local administration levels? Which policy alternatives have been discussed to face this challenge?

Typically, how big are schools at the different levels of the school system? What is the average number of students per school, and what have been the recent trends in this indicator. Are there any significant differences in the average size of schools across different regions and localities?

4.1. In Scotland, schools are organised and managed at a local level. The Education (Scotland) Act 1980 places a statutory responsibility on Local Authorities for the delivery of education. This includes the provision, maintenance and equipping of school buildings.

4.2. [The School Premises \(General Requirements and Standards\) \(Scotland\) Regulations 1967](#) prescribes minimum requirements for the size of school sites, playing fields, education accommodation, ancillary accommodation (e.g. kitchen, sanitary, medical, etc.) and requirements for lighting and ventilation.

4.3. Decisions are made by Local Authorities about the size and number of schools required in a given area based on local demographics. Some Local Authorities choose to have fewer, bigger schools. Others, due to demographic and geographic factors, will have a greater number of smaller schools. There is a strong commitment by central government to maintain schools in rural communities where possible.

4.4. The [latest survey](#) (undertaken in April 2014) indicates that there are 2,560 publicly funded schools in Scotland comprising 2,055 Primary Schools, 363 Secondary Schools and 145 Special Schools. The total gross internal floor area (GIA) of all publicly-funded schools in Scotland is estimated to be about 8.3 million square metres. This gives an average of 1,900 square metres per primary school, 11,400 square metres per secondary school and 1,500 square metres per special school.

4.5. The average capacity of a Secondary School in Scotland is 1007, with an average pupil roll of 803. The average capacity of a Primary School in Scotland is 250, with an average pupil roll of 180.

4.6. The largest Secondary School in Scotland is Holyrood Secondary School in Glasgow City Council with a capacity of 2350. The smallest Secondary School recorded in 2013 was Skerries School in the Shetland Isles, with a capacity of 18 and a pupil roll of one. There are a small number of “all-through” schools, and schools that cater only for S1-S2.

4.7. The largest Primary School in Scotland is Dunbar Primary School in East Lothian with a capacity of 1037. The smallest Primary Schools have a capacity of 12 pupils, often with pupil rolls below 5.

How is the school week organised? What is the duration of a regular school day, and how is it organised? How are learning activities distributed among regular instruction, extracurricular activities and homework? Have there been any changes proposed to the organisation and management of time in schools (e.g. reducing the duration of the school day, or the number of school days per week)?

4.8. As outlined in [paragraph 2.19](#), the pupil week in primary schools is normally 25 hours and the secondary school week is 27.5 hours.

4.9. In accordance with the recommendations of the McCrone Committee of Inquiry in [A Teaching Profession for the 21st Century](#), teachers' working week is one of 35 hours. Though there were some variations in different types of school in the past, since 2006, class contact for teachers in all school sectors amounts to a maximum of 22.5 hours.

4.10. An allowance of no less than one third of the teacher's actual class-contact commitment is provided for work relevant to individual teaching duties, including preparation and correction of pupils' work (e.g. 7.5 hours individual work for 22.5 hours actual class contact). The use of the remaining time is subject to agreement at school level and should be planned to include a range of activities such as:

- additional time for preparation and correction
- parent meetings
- staff meetings
- formal assessment
- preparation of reports, records, etc.
- curriculum development
- forward planning
- additional supervised pupil activity
- professional review and continuing professional development.

4.11. The plan of activities, taking into account the particular needs of the school, is drawn up by the head teacher, in consultation with staff, within guidelines provided by the Local Authority. The timetable of activities for each school term should, if possible, be published at least one week before the end of the preceding term.

4.12. In addition, all teachers have a contractual maximum of 35 hours of Continuing Professional Development per annum, which the teacher is required to evidence at their annual Professional Review and Development discussion (PRD). There is less focus on the hours completed and more on the quality of experience. Employers also have an obligation to ensure teachers have access to high quality CPD opportunities. .

For the different levels of the school system, what is the average class size in schools? What is the teacher-student ratio? Are there differences in terms of class size or number of teachers available for students with greater needs? Outline recent trends in these indicators.

Table 4.1 Average class size of primary school pupils¹, 2006-2014

2006	2007	2008	2009	2010	2011	2012	2013	2014
23.2	22.8	22.7	22.5	22.5	22.7	22.7	23.2	23.3

(1) Data refers to the average class size of pupils in each stage, not the average class size of single stage classes. The total average class size is calculated on a different basis than the P1 to P3 class sizes.

(2) Data is not collected for secondary schools

Source: Pupil Census Supplementary Tables 2014

Pupil Teacher Ratios

Table 4.2

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Overall	14.1	13.7	13.3	13.0	13.0	13.2	13.3	13.5	13.5	13.5	13.7
Primary	17.6	17.0	16.2	15.8	15.7	15.8	15.8	16.1	16.3	16.5	16.7
Secondary	12.7	12.3	12.0	11.7	11.7	11.9	12.1	12.3	12.2	12.2	12.1
Special	3.7	3.5	3.4	3.3	3.3	3.4	3.6	3.6	3.5	3.5	3.6

Source: Teacher Census Supplementary Data 2014

The teaching profession

4.13. In Scotland, the career of teachers and those in promoted posts (including to head teacher) are part of an integrated structure. The tables below provide an indication of the age balance of teachers, at all levels and in all sectors of the state education system. Below we deal with different issues for school leadership and classroom teachers. However, there is not a binary division between "leaders" and "teachers". Leadership is exercised at all levels, from the classroom, within subject areas at whole-school level and beyond. The entire professional workforce is dedicated to improving learning and teaching for Scotland's students. They are supported by the Scottish College for Educational Leadership who support teachers at all levels and encourages a system of distributed leadership.

4.14. [*Teaching Scotland's Future*](#) (TSF) was published in 2010 and is designed to significantly improve the quality of the teaching profession by attracting, retaining and continuously training high-quality individuals who will be able to implement CfE at all levels of teaching and school leadership. Current initiatives around teacher education and CPD are grounded in the TSF agenda. It is intended to make improvements at every level of the teacher journey, from attracting highly-qualified entrants into initial teacher training, improving the quality of training, building better relationships between training providers and employers, and improving the development of the profession throughout teaching careers.

School leaders

Describe the size and the composition of the personnel in charge of school leadership. Characterise the individuals occupying school leadership positions in terms of age, gender, profession.

Table 4.3A: Primary school teachers by age and grade, 2008-2014

	Under 30	30-39	40-49	50-59	60+
Head teacher	4	207	669	793	96
Depute head teacher	29	359	416	395	42
Principal teacher	107	572	478	452	68
Teacher	4,936	4,952	3,996	3,774	668
Total	5,076	6,091	5,560	5,414	873

Table 4.3B: Secondary school teachers by age and grade, 2008-2014

	Under 30	30-39	40-49	50-59	60+
Head teacher	1	16	111	194	27
Depute head teacher	2	199	398	464	60
Principal teacher	193	1,515	1,564	2,069	267
Teacher	3,922	4,409	3,347	3,795	843
Total	4,118	6,139	5,420	6,522	1,197

Table 4.3C: Special school teachers by age and grade, 2008-2014

	Under 30	30-39	40-49	50-59	60+
Head teacher	-	7	35	50	14
Depute head teacher	1	24	45	59	12
Principal teacher	7	49	52	74	13
Teacher	168	403	348	399	141
Total	177	483	479	582	180

Source: Teacher Census Supplementary Data 2014

Describe the size and composition of the teaching body, as well as recent trends in these aspects.

Table 4.4: Teacher characteristics: Proportions by gender, age, ethnicity and employment type, grade and mode of working by sector, 2013

	Primary	Secondary	Special	Centrally Employed ³⁴	Total
Gender %					
Female	91	63	77	84	77
Male	9	37	23	16	23
Unknown	0	0	0	0	0
Age (years) %					
Under 25	8	5	1	1	6
25 to 34	29	27	22	11	27
35 to 44	24	24	25	19	24
45 to 54	23	25	26	35	24
55 or over	16	20	26	34	18
Unknown	0	0	0	0	0
Average Age	41	42	45	49	42
Ethnicity %⁽¹⁾					
White – Scottish	65	57	66	43	60
White – Other British Isles	29	34	25	34	32
White – Other	2	3	4	4	3
Minority Ethnic Group	1	2	3	5	2
Not Disclosed	3	4	3	13	4
Employment type %					
Permanent	81	86	85	80	83
Temporary (non-induction)	13	10	15	20	12
Probationer induction scheme	6	4	0	0	5
Grade %					
Head teacher	8	1	6	3	5
Percentage female	87	39	85	80	79
Depute head teacher	5	5	7	3	5
Percentage female	88	54	77	84	72
Principal teacher	7	24	10	12	15
Percentage female	91	61	78	80	68
Teacher	80	70	77	83	75
Percentage female	92	65	76	85	79
Mode of working %					
Full-time	84	89	85	68	86
Percentage female	90	61	75	81	75
Part-time	16	11	15	32	14
Percentage female	95	82	86	90	90

4.15. Data, collected from the [Teacher Census](#) survey, reveals the trends over the last three years (2011-2014). The gender composition of the teaching force has generally remained stable, with 77 per cent of the workforce being female. The average age of the teaching workforce is also stable, remaining at 42. The proportion of teachers from White Scottish backgrounds has increased from 57 per cent to 60 per cent, which can largely be accounted for by the decrease in teachers from “other White British” backgrounds. Furthermore, the proportion of teachers working full time has remained

³⁴ “Centrally employed” staff provide a service across all schools within the local authority. These will include Directors of Education, CPD Co-ordinators, Quality Improvement Officers and visiting specialists.

at 87 per cent and there has been a slight fall in those in permanent positions from 84 per cent to 83 per cent.

How much autonomy do school leaders have and how are they held accountable? What are the main tasks carried out by school leaders (e.g. administration, pedagogical leadership)? Can and do they distribute (part) their responsibilities(s)? How is the career structure of school leaders organised?

Is being a school leader generally considered an attractive career? Which are the prerequisites for school leadership positions? Are there any programmes to specifically prepare school leaders for their functions? How are school leaders recruited and assigned to schools?

4.16. Being a head teacher is generally considered to be an attractive and rewarding career; however, there are concerns that it is highly challenging combining the duties of school and community leadership with a range of significant managerial responsibilities. These were aired in the [Evaluation of Routes to Headship, The Recruitment and Retention of Head teachers in Scotland](#) research, commissioned by the Scottish Government, and outlined by the ADES report on recruitment and retention issues (attached as Appendix 7).

4.17. The Scottish government is committed to further improving the quality of leadership. A new master's-level headship qualification will be available from August 2015. This qualification will be optional at first, but will then become a legal requirement for all new Heads from 2018/19. It has been designed and will be implemented by the [Scottish College for Educational Leadership](#).

4.18. Prior to the development of the new master's qualification in headship, there was no legal prerequisite for headship posts and this new qualification will replace the current optional routes into headship described in the leadership development section below.

4.19. School leaders are recruited by Local Authorities and are assigned to specific schools. In theory, all teachers, including head teachers, can be transferred to an alternate school by the Local Authority. Compulsory transfer is extremely rare and largely only happens due to school closure.

Which incentive structures are used to reward school leader performance and experience? How do teachers' salaries compare to salaries of other occupations requiring broadly similar qualification levels? Have any policies or incentive schemes been implemented to attract qualified school leaders to disadvantaged schools? How is this carried out in practice?

4.20. While there is a national salary scale, Local Authorities have flexibility of where to fix the scale point for a particular school head teacher appointment. They also have recourse to local decision making on such issues as relocation expenses to attract high quality candidates to posts. There are currently no incentive structures to reward school leader performance and experience and no specific policies exist to attract qualified school leaders to disadvantaged schools.

Are there requirements for professional development? How is professional development encouraged and supported? Do school leaders decide what courses to attend and how frequently? What types of continuous development opportunities (programmes, courses, workshops, participation in networks, etc.) are school leaders provided with? What is the quality and relevance of these? Are there opportunities for peer learning?

Teacher body

How is the career structure of teachers organised?

4.21. The career structure for teachers in Scotland is as follows:

- Main grade
 - Classroom Teachers (including probationer teachers)
- Promoted posts
 - Principal Teacher
 - Depute Head Teacher
 - Head Teacher.

4.22. This structure was created as a result of the implementation of the McCrone Committee of Inquiry contained in the 2001 Agreement *A teaching Profession for the 21st Century* (TP21). The grades are consistent across all sectors.

Requirements for teaching

4.23. **Box 4.1: The General Teaching Council for Scotland (GTCS)**

- The General Teaching Council for Scotland (GTCS) is an independent professional body which promotes and regulates the teaching profession in Scotland. It is funded by an annual registration fee from teachers and other education professionals
- It aims to maintain and enhance the standards of teaching and teaching professionalism in Scotland.

Main Functions of the GTCS:

- Sets the requirements for teacher training and advises Ministers on teacher training
- Supports new teachers during their induction year
- Assesses teacher qualifications and experience in order to ensure public confidence in ability of teachers to teach. It maintains a register of teachers who have current eligibility to teach
- It has disciplinary powers to remove teachers from the register as a result of misconduct
- Seeks to enhance teacher professionalism. For example, the GTCS manages professional update, which aims to foster learning and continued professionalism throughout a teachers career.

4.24. Teachers in early childhood education and care and in all schools require to have appropriate Initial Teacher Education qualifications to be registered with the [General Teaching Council for Scotland](#) (GTCS)³⁵. They are not civil servants but are employed by Local Authorities under conditions of service negotiated through the Scottish Negotiating Committee for Teachers (SNCT). Their contracts of service entitle them to planned Continuing Professional Development (CPD).

What are the main pathways by which people can become teachers (include details on initial teacher education)? Briefly describe the initial teacher training programmes and institutions that offer them.

4.25. All who wish to teach in publicly funded nursery, primary, secondary and special schools are required to hold a Teaching Qualification (TQ) in order to be registered with the [General Teaching Council for Scotland](#) (GTCS). Registration is required before a teacher can be employed by a Local Authority in Scotland.

³⁵ A forthcoming requirement for independent schools

4.26. A Teaching Qualification may be gained by one of three [routes](#):

- To become a primary teacher, or a secondary teacher of technological education, physical education or music, it is possible to take a 4-year undergraduate course at one of [eight universities](#) providing Initial Teacher Education. As *Teaching Scotland's Future* is being implemented across Scotland, the former Bachelor of Education (B.Ed.) courses are being phased out in favour of concurrent or combined degrees containing both teacher education and in-depth subject study of selected areas of the primary curriculum.
- To become a secondary teacher in certain subjects, it is possible, in some universities, to take a concurrent or combined degree containing specialist subject study, study of education and school experience.
- Those who already hold a university degree and wish to teach in either a primary or a secondary school can take a one-year Professional Graduate Diploma in Education (PGDE), leading to either a Teaching Qualification (Primary) or a Teaching Qualification (Secondary) in the subject of the university degree held.

4.27. GTCS has a statutory responsibility to accredit courses of Initial Teacher Education and set minimum entry requirements. Minimum entry requirements to teacher education are published in the [Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland](#) (last updated in June 2013), which has the force of regulation. These requirements include specifications of the appropriate prior training/experience of specialist teachers of art and design, business education, classics, computing, drama, home economics, music, modern studies, technological education, physical education, foreign languages and English (for which a significant element of literary study is required).

4.28. Scottish Ministers receive advice on teacher education from the GTCS, a statutory body of which the majority on the Council of 37 members are registered teachers elected by the teaching profession. The GTCS maintains a register of teachers in Scotland who are permitted to teach in publicly funded schools. In the future this will include a compulsory register for all teachers in independent schools and grant-aided special schools. The GTCS also registers teachers in further education, but registration is not a prerequisite of teaching in a college. Teachers who have achieved the Teaching Qualification (TQ) are provisionally registered. Full registration then follows a period of probation and assessment and achievement of the GTCS Standard for Full Registration.

How are teachers recruited and assigned to schools? Have any policies or incentive schemes been implemented to attract qualified teachers to disadvantaged or remote schools? If so, how is this carried out in practice?

4.29. The Local Authorities employ school teachers in the public sector. Specific schools advertise available posts through Local Authorities and determine if the candidate is appointed³⁶. Teachers can be transferred to other schools within the Local Authorities. However, this only occurs when the candidate requests to be transferred to a different school. A candidate can only be compulsorily transferred if their teaching role no longer exists due to falling pupil numbers.

4.30. However, conditions of service are negotiated at the national level by the [Scottish Negotiating Committee for Teachers](#) (SNCT), a body comprising membership from the Local Authority employers, teacher organisations and the Scottish Government. The SNCT negotiates issues including pay, working week, annual leave, class sizes, sick leave, maternity/family leave, discipline and grievance frameworks, main duties of teachers and staff development.

³⁶ Apart from with the exception of supply teachers, where it is the responsibility of the local authority to supply.

4.31. There are also arrangements for teacher organisations and Local Authorities to conclude agreements at the local level which either vary certain national conditions of service or deal with matters which are not part of the national negotiations. Each Local Authority has a Local Negotiating Committee for Teachers to deal with local issues such as allowances, appointment procedures, promotion procedures, specific duties and remits, disciplinary and grievance procedures. All local agreements must be reported to the national negotiating committee (SNCT) for information.

4.32. The [Education \(Scotland\) Act 1980](#), as amended in [1981](#), gave the (then) Secretary of State for Scotland power to set up the Scottish Joint Negotiating Committee (SJNC) for Teaching Staff in School Education. This body was later replaced by the SNCT. The conditions of service are not, however, directly laid down by law but are incorporated into the teacher's contract with his or her employing authority.

4.33. Normally, recruitment to particular posts in a publicly funded school is through response to advertisements placed by the Local Authority. Candidates submit their qualifications and a statement of relevant experience. After consideration of these by Local Authority staff and the head teacher of the school, a short list of candidates is drawn up and interviews and lesson observations take place. Typically the interviewers include the head teacher, a Local Authority representative and other relevant staff, sometimes from another school. In the case of the appointment of head teachers, the Parent Council has a formal role at both the short list and interview stages.

Teacher workforce planning

4.34. The Scottish Government carries out an annual teacher workforce planning exercise to inform the Scottish Funding Council (SFC), who fund Faculties of Education, about the number of new teachers required.

4.35. The statistical model is based on pupil projections and current pupil-teacher ratios. It takes account of the age profile of the teaching profession and the numbers retiring, leaving and returning. A Teacher Workforce Planning Group, with representatives of Local Authorities, universities, teacher unions and the General Teaching Council for Scotland, oversees the exercise. Its results are published annually. Several assumptions are taken into account including the numbers of individuals likely to leave training before qualifying and the need for short-term absence cover.

4.36. The SFC is responsible for setting student intakes to the different types of teacher training courses and for ensuring, through its funding allocations to universities and in other ways, that the planned student intake numbers are not exceeded.

Do graduates from initial teacher education programmes need to pass an exam to enter the teaching profession? Is there a probationary/induction period for beginning teachers?

4.37. Newly qualified teachers are granted provisional registration by the GTCS on taking up their first post but final registration at the end of their probation period depends on the Council receiving satisfactory reports on their work. The Teacher Induction Scheme guarantees graduates from Initial Teacher Education have access to a probationary training post for one school year immediately following qualification (deferral upon request, if deferral eligibility criteria are met). The probationary post has a maximum class-commitment time equal to 82 per cent of that of a full-time teacher, with the remaining time available for professional development. Each probationer has a nominated induction tutor to provide advice, support and guidance.

4.38. GTCS also has disciplinary powers. In certain circumstances, for example, in the case of some criminal convictions, it can remove a teacher's name from the register. This means that the

teacher can no longer be employed by a Local Authority. A teacher or lecturer pays a fee (£50) annually to remain on the register.

4.39. The GTCS welcomes applications from teachers who have completed appropriate Initial Teacher Education outside Scotland and who have suitable qualifications. Between March 2014 and February 2015 there were 722 applications from teachers qualified outside of Scotland. In that year 461 were granted provisional registration³⁷ and 206 applications led to full registration being granted³⁸. The criteria for applicants external to Scotland can be found [here](#). Currently, once registered and in employment, it is down to individual schools to ensure that the knowledge and practices of teachers qualified outside of Scotland are informed in line with the expectations of CfE (it should be noted that all Fully Registered teachers are required to complete the GTCS Professional Update process). Data since 2009 show that 17 per cent of teachers registering in Scotland were qualified outside of Scotland during this period, thus representing a significant proportion of the teaching workforce.

4.40. Teachers from countries of the European Union, who are recognised as teachers in their own country, can be registered by the GTCS. Teachers from the EU go through a modified registration³⁹ process in comparison to teachers from the rest of the United Kingdom and other parts of the world (see footnote). Applicants qualified outside of Scotland, whose native language is not English, must satisfy the Council that their command of English is sufficient to allow them to teach effectively. Procedures are laid down for this contingency.

Is teaching generally considered an attractive career?

4.41. Teacher unemployment in Scotland is at its lowest for 9 years. Applications to Initial Teacher Education in Scotland are described as “buoyant”⁴⁰. In October 2014, the level of teacher unemployment (i.e. those jobseekers who were looking for work specifically as teachers), was 60 across the whole of Scotland. The key issue is to ensure that there is a proper match of supply and demand, so there are demanding recruitment standards into Initial Teacher Education and continuing registration, but it is not intended that training of teachers should produce a surplus, as that would be an inefficient use of the public funds used to train teachers.

How are teachers’ salaries determined? Which incentive structures are used to reward teacher performance and experience? How do teachers’ salaries compare to salaries of other occupations requiring broadly similar qualification levels?

4.42. Teachers’ salaries are negotiated through the Scottish Negotiating Committee for Teachers (SNCT). Unpromoted teachers in school education (including nursery schools) are paid on the Common Scale.

³⁷ Requiring candidates to undertake the probationary year

³⁸ The difference in the figures for applications received and leading to registration (193) results from applicants who: a) do not send in complete applications and have these closed, or b) are not eligible for registration and have their application refused, or c) do not pay the registration fee and so do not become registered

³⁹ The EU Directive in relation to professional mobility (2005/36/EC) only applies to movement *between* Member States, not to movement *within* Member States. Therefore, as England, Wales and Northern Ireland are part of the same Member State as Scotland (the United Kingdom) the directive does not apply to teachers moving to Scotland from those countries in the same way as it would to teachers moving to Scotland from other parts of the EU.

⁴⁰ There are figures to support this, however, they are complex to interpret due to multiple applications by individuals

4.43. The information on teachers' salaries is updated annually in the publication "Teachers' and School Heads' Salaries and Allowances in Europe", the latest publication can be downloaded [here](#).

4.44. From April 2014 to 31 March 2015, this starts at £21,867⁴¹ for all probationary teachers in their induction year. Once fully registered, teachers move onto a scale of 6 salary points from £26,235 to £34,887. Increments are granted, up to the limit of the scale, on 1 August each year.

4.45. Staff in principal-teacher posts are paid at a higher rate than those on the Common Scale. Their salaries depend on several factors including school roll and responsibilities for management, policy development and whole school activities. The current principal teacher scale has 8 points from £38,034 to £49,086.

4.46. The salary scale introduced for those currently on the Chartered Teacher scale is £35,964 to £42,768. The Chartered Teacher programme was discontinued from 2012, but those who have already received the standard or were part way through the programme can retain that salary in return for an enhanced contribution to the school.

4.47. Senior promoted staff in schools (head teachers and depute head teachers) are paid a salary determined by the same factors as apply to principal teachers. The salary scale for head teacher and depute head teacher posts has 20 points from £43,137 to £84,201. Teachers with appropriate qualifications employed in a special school, or special unit attached to a mainstream primary school, and head teachers of primary schools with such units for children over the age of 12, may receive further allowances.

4.48. There are also additions to salary for teachers employed in remote and island authorities.

Teacher and school leader training and development

Are there requirements for professional development? How is professional development encouraged and supported? Do school leaders decide what courses to attend and how frequently? What types of continuous development opportunities (programmes, courses, workshops, participation in networks, etc.) are school leaders provided with? What is the quality and relevance of these? Are there opportunities for peer learning?

Are there requirements for professional development? How is professional development encouraged and supported? How is the offer of professional development opportunities defined? Do teachers decide what course to attend and how frequently? Are there opportunities for peer learning inside and outside school?

4.49. The [Teaching Scotland's Future \(TSF\) report](#) was published in January 2011. The report made 50 recommendations covering all aspects of teacher education and has been the focal point for sustained reform since its publication. All stakeholders in education in Scotland agree that the quality of teachers and their leadership is vital to the success of the education system and there is a genuine sense of partnership in taking forward this series of changes.

4.50. This sense of partnership was evident in early attempts to understand the message of TSF through the National Partnership Group ([final report](#) Nov 2012) and has continued into an implementation phase through the independently chaired National Implementation Board (NIB) (<http://www.teachingscotlandsfuture.org.uk/>).

⁴¹ Note: as of 6 January 2014 one euro was equivalent to 0.78 GBP. Figures have not been converted as they do not take account of in-country purchasing power.

4.51. Scotland already had many of the key elements of a successful education workforce such as an independent regulatory body (the GTCS), a degree-qualified (or equivalent) profession, framework of Professional Standards, structured induction for newly qualified teachers and contractual entitlement to professional development. However, since then, many of these building blocks have been further enhanced. Key changes to teacher education in Scotland since 2011 include:

- Revised suite of [Professional Standards](#) underpinned by the core values of social justice, integrity, trust and respect, and professional commitment
- August 2014 introduction of [Professional Update](#)
- Establishment of the [Scottish College for Educational Leadership](#)
- Revised [national guidance](#) on Professional Review and Development
- All Local Authorities and universities providing Initial Teacher Education in partnership-
[example from Aberdeen](#)
- New [guidance on mentoring](#) published.

4.52. Partners involved in this programme of reform are aware that it will be difficult to accurately measure impact for some time. Despite this the Scottish Government will shortly commission research to assess the awareness and early impact amongst the current teacher workforce of the changes to teacher education since the publication of TSF.

Improve initial teacher education

4.53. A key concept from TSF was the idea that universities providing Initial Teacher Education should work more closely with Local Authorities and schools to provide a coherent educational experience for student teachers, probationers and those in the early years of employment. All Local Authorities in Scotland are now in one or more partnerships with universities (see Table 4.5) and much of this work has been driven by over £1 million of Scottish Government funding that, in most cases, has been used to second teachers and university staff to develop new models of working. Models of partnership differ across the country, as do governance arrangements. [Example of work](#) being taken forward through the University of Edinburgh.

Table 4.5: Current Partnership Arrangements for teacher education

Universities involved	LAs involved	Universities involved	LAs involved
Aberdeen	Aberdeen City	Glasgow	East Dunbartonshire
	Aberdeenshire	Strathclyde	East Renfrewshire
	Highland		Glasgow City
	Moray		Inverclyde
	Shetland		North Ayrshire
			North Lanarkshire
Dundee	Angus		Renfrewshire
	Dundee		South Lanarkshire
	Fife		West Dunbartonshire
	Perth & Kinross		
		Highlands & Islands	Argyll & Bute
Edinburgh	East Lothian		Eilean Siar
	Edinburgh City		Highland
	Fife		Moray
	Midlothian		Orkney
	Scottish Borders		Shetland
	West Lothian		
		Stirling	Clackmannanshire
Glasgow (Ayr Campus)	Dumfries & Galloway		Falkirk
			Perth & Kinross
			Stirling
			West Lothian
		West of Scotland	East Ayrshire
			North Ayrshire
			South Ayrshire

4.54. The content of Initial Teacher Education (ITE) programmes is not prescribed. However, given that all programmes require to be accredited by the GTCS, there are guidelines for ITE providers to follow when developing new programmes. The [Guidelines for Initial Teacher Education Programmes in Scotland](#), in addition to outlining the requirements related to different types of ITE programme, explain that the overall aim of programmes of ITE is to prepare student teachers to become competent, thoughtful, reflective and innovative practitioners, who are committed to providing high quality teaching and learning for all pupils. Programmes must ensure that student teachers meet the requirements of the *Standard for Provisional Registration*, which is part of the [Standards for Registration, mandatory requirements for Registration with the General Teaching Council for Scotland](#).

4.55. As TSF has been implemented across Scotland, all former four-year B.Ed. courses have been phased out in favour of what are known as concurrent or combined degrees containing both teacher education and in-depth subject study, if in selected areas of the primary curriculum. These redeveloped courses are designed to better combine in-depth academic study in areas beyond education with professional studies and development. In practice this means that students will take courses from across a university campus providing them with a deeper understanding of important

areas of the curriculum. These degrees will also enable primary teachers to develop further specialisms in their career. [Examples](#) from the University of Edinburgh.

4.56. It is envisaged the Local Authority/University partnerships will also help drive up the quality of professional learning for established teachers through developing learning opportunities that meet the needs of teachers in the partnership.

4.57. In addition, the majority of post-graduate courses of Initial Teacher Education in Scotland now result in the award of master's credits helping to act as a platform for further high-quality professional learning for teachers when in post.

Career-long learning/enhanced professionalism

4.58. The education system in Scotland is working to embed the concept of teaching as an enquiring and learning profession. This has been underpinned by revised Professional Standards that include a Standard for Career Long Professional Learning. The need to continuously develop skills is also supported by the introduction of Professional Update which requires all registered teachers to engage with professional learning as a condition of their registration with the GTCS. TSF places an increasing emphasis on professional enquiry and monitoring the impact of professional learning on young people's experiences, progress and achievements. Education Scotland have established a [new national online hub](#) to coordinate all support for the model.

4.59. TSF recommended that a greater amount of professional learning should be accredited by universities at master's level, as research indicates a correlation between high-performing systems and the level of teacher qualification. Scottish Government policy has been to support the concept of increasing the amount of accredited professional learning available and to help create the conditions through which more teachers can, in time, become master's qualified. Support has taken the form of a Scottish Government investment of £3 million over the last three years to create new opportunities for teachers to learn at master's level. £1.3 million has been spent on allowing just under 500 teachers already in programmes of learning to complete master's degrees. The remaining £1.7 million has allowed for 20 projects to be created, involving some 1500 teachers across all Local Authorities, to engage in a range of master's-level learning opportunities, the great majority of which will result in the award of academic credit. An additional £1 million will be made available for master's-level learning in the 2015-16 financial year.

4.60. This work has been bolstered by a joint university project called the [Scottish Framework for Masters in Education](#) which allows for teachers to plan their master's learning and more easily transfer credit between providers.

4.61. Other developments in terms of career-long learning include the publication of updated Professional Review and Development (PRD) Guidance which supports annual discussions between a teacher and their line manager about their own areas for development. TSF recognised that mentoring is central to professional development at all stages in a teacher's career and Education Scotland have published an on-line resource called "Mentoring Matters", which aims to support and develop mentoring skills for teachers at every stage of their career. This has been underpinned by [three research projects](#) which focused on different aspects of the role of mentoring in supporting teachers' professional learning. These projects enabled the enhancement of already-established partnerships between Local Authorities and universities.

4.62. All teaching staff should decide the types of professional learning they wish to engage with further to PRD discussions. This can include engagement with formal education qualifications

(e.g. a Master's degree in Education with a university), small-scale school-based research projects⁴² or undertaking programmes offered by Local Authorities. Unions and professional associations also provide development opportunities for members.

4.63. The GTCS is also taking forward a project to develop a tool called My Professional Learning. This will allow teachers from across Scotland to record their professional learning in a consistent manner and will help comply with the requirements of Professional Update while acting as a portable record should they move employer. My Professional Learning will be piloted from August 2016.

Leadership professional development

4.64. The Scottish education system has a clear understanding of the importance of good educational leadership and, since the publication of *Teaching Scotland's Future*, has made significant efforts to improve leadership education for all practitioners. Key developments include the creation of the independent [Scottish College for Educational Leadership](#), which will support leadership development for practitioners at all levels, not just those in leadership positions. Key objectives of SCEL will be to:

- develop, articulate and implement a vision for educational leadership in Scotland that is learner-focused and futures-oriented
- provide coherence for the range of leadership development opportunities available in Scotland
- offer/facilitate innovative and cutting-edge leadership development opportunities that are research-led, practice-focused and benchmarked internationally
- embed “leadership networks” across the sectors and systems so that leaders at all levels are connected to and within professional leadership communities in education and the public sector.

4.65. In March 2014 the Scottish Government published [research](#) evaluating the effectiveness of existing optional routes to headship, programmes of learning called the [Flexible Route to Headship and the Scottish Qualification for Headship](#). This report found that “there is a lack of consistent and progressive leadership and management development pathways throughout a teacher's career.” A new [master's-level programme for headship](#) is being developed by SCEL that aims to better link middle leadership with the requirements of undertaking a headship role. The programme will include a post-appointment module designed to support head teachers in their first post. As with existing routes to headship, the new qualification will result in the award of the Standard for Headship. The new qualification will be introduced in August 2015 and will be made a legal requirement for new head teachers by 2018/19.

4.66. We are aware of the need to provide quality learning opportunities for established head teachers. The SCEL [Fellowship Programme](#) is designed to provide advanced development opportunities for senior-level leaders in schools and early years centres. Its design principles are underpinned by the model of professional learning that integrates reflection on practice, cognitive development, experiential learning and collaborative learning. Through the programme, participants will be able to extend their professional learning and widen their leadership experience while taking forward an aspect of policy development that enables them to engage with policy formation and implementation at local, national and international levels. The first cohort of 10 head teachers have now been awarded Fellowship Status and a second cohort is being recruited.

⁴² Teachers' small-scale school-based research projects may be carried out both within the school and across a cluster. This would count as professional learning

4.67. There was no leadership college in Scotland before SCEL's inception in 2014. Universities, Local Authorities and other providers offered a diverse range of professional learning opportunities in leadership, including the optional routes to headship outlined above.

4.68. In scoping the requirements of a leadership college in Scottish education, comparisons were made to Leadership Colleges in other parts of the world, including the National College for School Leadership in England (subsequently replaced by the National College for Teaching and Leadership) and institutions in Ontario and Queensland. Given the relatively small size of Scotland it was never the intention that a large, heavily-funded College with substantial premises would be founded here. Nor was there the intention that SCEL would become a provider of learning opportunities. As mentioned above, one of SCEL's key roles is to ensure coherence to leadership learning in Scottish Education, bringing clarity and quality to what has at times been a confusing picture. SCEL will commission, broker and work with the sector to develop leadership opportunities.

4.69. These developments are all underpinned by the revised set of Professional Standards, managed by the GTCS, which include the Standard for Leadership and Management which incorporates the Standard for Headship. The Standard for Headship lays down the foundations for professionalism and leadership which is required by all head teachers. It is a framework for aspiring head teachers and identifies key qualities that are required to succeed as an experienced head teacher.

Factors shaping learning environments

How extended is the use of support staff (e.g. teaching assistants, etc.) to support teachers in their duties inside and outside the classroom? What kinds of support staff are commonly used in schools and for the implementation of the CfE? What tasks are typically performed by the support staff? Are there any mechanisms in place to target support staff to specific groups of students with greater learning difficulties?

Are there requirements for professional development? How is professional development encouraged and supported? What types of continuous development opportunities (programmes, courses, workshops, participation in networks, etc.) are support staff provided with? To what degree are these used? What is the quality and relevance of these?

4.70. Within Scottish education, a significant level of support is provided by a range of support staff who work in schools and centres. Support-for-learning teachers, many accredited through a diploma qualification, work with classroom teachers to improve the learning environment and reduce barriers to learning. Support-for-learning teachers are fully qualified teachers who co-operatively teach with colleagues in the classroom. This co-teaching can be of a very high quality, leading to wider ways to represent and engage learners. Support-for-learning teachers offer professional advice to their colleagues about the extent and range of needs across the school. As a result of good practice, class teachers are very well-informed through accurate pen portraits and relevant advice and guidance in dealing with the diversity of learners in classrooms, such as those with dyslexia or being looked after by the Local Authority. Some authorities have teams of staff offering a range of support to schools in respect of children's social emotional and behavioural needs (SEBN) as well as conditions such as autism and dyslexia. The centrally-deployed staff can also include support for marginalised groups such as Gypsy/Travellers. The Getting it Right For Every Child (GIRFEC) approach also helps to ensure that wellbeing needs of any child or young person are identified and addressed as early as possible.

4.71. In the past 20 years, a significant growth area in staff has been for support assistants who support inclusive practices to ensure children and young people with additional support needs learn with their peers in mainstream settings. Such support assistants can work with small groups on skills development such as reading or offer direct support to children with disabilities. Support

assistants can offer reading and scribing for assessments for those with dyslexia, they help to reduce behavioural challenges in classrooms and they can often be a good first point of contact with parents.

4.72. Staff are also recruited to relieve teachers from various administrative tasks and also provide services throughout the school. The recruitment of support staff is the sole responsibility of the Local Authority. Classroom assistants and support staff can also access qualifications to support them in their work. Education Scotland has issued [guidance on appropriate training](#) for support staff.

Information and Communications Technology

Box 4.2 GLOW

[Glow](#) was established in 2007 and is Scotland's national digital learning platform. It is freely available to all learners and teachers in Scotland. Glow was successfully transitioned to a new, flexible, cloud-based arrangement in October 2014. This flexibility allows us to add or remove tools and applications in response to the needs of users. The new service arrangement includes a range of applications and services such as blogs, wikis, broadcasting and collaboration tools.

The key purpose of Glow is to support the delivery of CfE and ensure a 21st-century digital curriculum that is relevant to the experiences of all Scottish learners. Glow is intended to support and promote the use of digital skills that are essential for the future economic wellbeing of young people. It supports extended access to learning beyond the classroom and provides online spaces for collaborative learning.

It also provides teachers with the opportunity to collaborate with other teachers and to share resources and practice examples at a national or local level. Moreover, it is designed to be an important vehicle for teachers to maintain, refresh and develop their teaching skills. It is intended to support a deeper understanding of the use of digital technologies and how they can enhance learning across the curriculum.

ICT is also used to support other aspects of the education system, including e-assessment by SQA, and delivery of [careers support](#) by Skills Development Scotland.

Conclusions and main issues

What are the main issues facing school leaders, teachers, support staff and students for school improvement, and to implement the CfE?

4.73. In Scotland, schools are organised and managed at the local level. There has been a renewed focus on continuous professional development and of raising the status of the teaching profession. *Teaching Scotland's Future* represented a significant reform to teacher education. This already is having a significant impact, including the introduction of the Scottish College for Educational Leadership and use of Professional Update. A more enabling culture has been designed, in which a more creative, confident and effective teaching profession is emerging.

Issues

4.74. **Creating an enabling culture:** There are many positive stories on how the vision of *Teaching Scotland's Future* is helping to create a more confident and effective teaching profession. Further work is required in order to enable staff at all levels to use the flexibility that Curriculum for Excellence allows to provide the right education for individual learners. This involves leadership at

the levels of classroom, school, Local Authority and national agencies to provide the necessary authorising environment. Progress is being made, but it is variable across the country. Encouraging leaders to create transformative change throughout the system is a key component of this reform programme and one which has seen much investment. This continues to be a challenge and will be a priority. Related to this is the ongoing challenge of **recruiting sufficient head teachers** to lead schools, particularly in the primary sector.

4.75. **Equipping schools and teachers to meet the equity and diversity challenges:** CfE should enable teachers to find the right solutions for learners from all backgrounds, so that they have an equal chance to achieve. The challenge will be develop teacher practice so that these approaches can be improved once the implementation phase of CfE is complete.

4.76. **Technology.** The new GLOW network is intended to enable teachers and build collaborative networks fit for the modern world. There are always challenges in correctly specifying technology, implementing it, enabling it to be flexible enough to meet as yet unknown challenges, and convincing users of the need to engage with it. The use of GLOW has the potential to have positive outcomes for student and teacher engagement.

CHAPTER 5: QUALITY, EQUITY AND SKILLS

Please provide information and measures on the performance of the education system as a whole, including (explain main characteristics referring to evidence where necessary): Measures of student performance (e.g. qualifications attained, results achieved on standardised assessments – national or international-, levels of education achieved by the population).

Measures of quality and improvement

5.1. Our [National Performance Framework](#) underpins delivery of the Scottish Government's agenda, which supports the outcomes-based approach to performance. One of our 16 National Outcomes, is that our young people are successful learners, confident individuals, effective contributors and responsible citizens. From an early age, children and young people are developing the four “capacities” listed in the Outcome. When they make the transition into adulthood, these capacities should be well established. The ambition is both universal and targeted, addressing the key priorities of the Scottish Government to raise attainment and achievement across the population by promoting excellence, and addressing inequity to close the gap in attainment between children from the most and least deprived communities. Possession of these capacities enables children to thrive from an early age and make a positive contribution to society as adults and young people. Related [national indicators](#) measure our progress towards achieving these outcomes.

5.2. Evidence is gathered from inspection and reviews across all sectors from early learning to college. [Trends in inspection findings](#) are regularly analysed and published. Additional evidence is gathered through curriculum-area and thematic reviews; on-going engagement with Local Authorities and targeted activities, for example, focusing on supporting secondary schools in delivering the new qualifications.

Overall performance: Attainment and destinations

5.3. There are several different measures that indicate a positive performance of students, both in terms of attainment in qualifications and overall outcomes. The attainment in qualifications has shown a strong performance in Scotland and internationally. There are also indications that there has been progress in the key priority of closing the equity gap for a range of vulnerable groups. Example indicators are as follows:

- Number of Higher passes (in August) up 5 per cent from 141,257 in 2013 to 147,899 in 2014. Number of Advanced Higher passes (in August) remained at similar levels to 2013 (18,162 in 2013 and 18,171 in 2014)
- The OECD’s 2012 Programme for International Student Assessment (PISA), which looks at attainment in 15 year-olds, shows that Scotland performs above the OECD average in Science and Reading and similar to the average in Mathematics
- We have record-high rate of school leavers in positive destinations: 90.0 per cent in sustained positive destinations (Mar 2014) and 91.4 per cent in initial positive destinations (Oct 2013). A record 60.8 per cent of leavers were in Higher or Further Education
- Fewer young people are leaving school with no qualifications. 1.5 per cent - a record-low proportion of school leavers - attained no passes at Access 3/Standard Grade Foundation (SCQF level 3) or above, compared to 1.7 per cent in 2011/12 and 5.4 per cent in 1997/98.

Overall performance: School quality

5.4. As part of Scottish Government’s efforts to achieve excellence, Local Authorities and schools have a statutory duty of improvement as set out in the Standards in Scotland’s Schools etc. Act 2000. One of the Indicators in the National Performance Framework is to increase the proportion of pre-school centres and schools receiving positive inspection reports. This provides an indication for [schools](#) and for [pre-school centres](#) of how they are performing in respect of the expectations in delivering the four capacities for learners. The current model of school inspection is based on inspectors working with school staff to support them and build capacity. There is no fixed cycle of inspection visits, but the data reported below is from a statistically valid sample.

Pre-School Centres

5.5. Three hundred and ninety-six pre-school centres were inspected in the first “post baseline sample”, which accounted for 16 per cent of all private, public and voluntary pre-school centres open at September 2013. Table 5.1 outlines the results.

Table 5.1

Table 1 Pre-school centres¹ receiving positive inspection reports in the baseline and the first post-baseline sample, Scotland

		Number					Percentage			
		Positive criteria not met	Satisfactory or better	Good or better	Very good or better	Total inspected	Positive criteria not met	Satisfactory or better	Good or better	Very good or better
Pre-School										
	Baseline	89	1028	789	285	1117	8	92	71	26
	Year 1 post-baseline	22	374	293	125	396	6	94	74	32

1. Local authority run pre-school centres including nursery classes and private or voluntary pre-school centres in partnership with local authorities.

5.6. Of those inspected, 94 per cent were evaluated as *satisfactory* or better in all of the three Reference [Quality Indicators](#)⁴³, 74 per cent were evaluated as *good* or better and 32 per cent as *very good* or better in all three Reference Quality Indicators. Positive criteria were not met in 6 per cent of pre-school centres inspected. These percentages have all shown an improvement over the baseline figures.

5.7. There has been a statistically significant increase in the proportion of pre-school centres evaluated as *very good* or better. However, the improvement in those receiving a *satisfactory* or better evaluation is not statistically significant.

All Schools

5.8. In the first post-baseline sample, 420 schools (primary, secondary, all-through and special) were inspected, which accounted for 16 per cent of all publicly funded schools open at September 2013.

⁴³ Three indicators are chosen to be the reference indicators for this measure: 1.1, Improvements in performance; 2.1, Learner experiences; and 5.3, Meeting learning needs

Table 5.2

Table 2 Schools receiving positive inspection reports in the baseline and the first post-baseline sample, Scotland

Schools		Number					Percentage			
		Positive criteria not met	Satisfactory or better	Good or better	Very good or better	Total inspected	Positive criteria not met	Satisfactory or better	Good or better	Very good or better
	Baseline	113	1005	766	216	1118	10	90	69	19
	Year 1 post-baseline	43	377	289	100	420	10	90	69	24

5.9. Of those inspected, 90 per cent were evaluated as *satisfactory* or better in all of the three Reference Quality Indicators, 69 per cent were evaluated as *good* or better and 24 per cent as *very good* or better. Positive criteria were not met in 10 per cent of schools inspected.

5.10. The proportion of schools receiving *satisfactory* or better evaluations has remained unchanged over the baseline.

5.11. These data give us an indication of the spread of quality of provision in the inspection sample:⁴⁴

- 10 per cent of the sample did not meet the positive criteria, indicating weaknesses in provision that requires Education Scotland HM Inspectors to work with the Local Authority and to continue to engage with the schools and establishments to support them
- There is scope for considerable improvement in the 21 per cent of schools with *satisfactory* evaluations
- The majority of inspections - 69 per cent - resulted in *good* or better evaluations across the three Quality Indicators, reinforcing our evidence of strong quality of education being provided across Scotland
- There has been an improvement in the number of *very good* and *excellent* evaluations, increasing from 19 per cent at baseline to 24 per cent of inspections at Year 1 post baseline.

Composition of the student body and performance by social groups

Describe the composition of the student body as a function of factors such as age, sex, socio-economic background and ethnicity. What changes have occurred in the composition of the student body over the last ten years?

Child poverty

5.12. The [Annual Report on the Child Poverty Strategy 2014](#) reported that the proportion of children in absolute poverty (BHC) increased from 17 per cent in 2011/12 to 20 per cent in 2012/13, an additional 30,000 children living in absolute poverty. 200,000 children were living in absolute poverty in Scotland in 2012/13.

Pupils with Additional Support Needs (ASN)

5.13. Detailed statistics on the prevalence of Additional Support Needs are provided to the Scottish Parliament annually: the most recent reports are: [Additional Support for Learning and](#)

⁴⁴ Data is not collected on an authority basis as sample sizes are too small.

[Young Carers, Report to Parliament 2013:](#) and: [Implementation of The Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended\): Report to Parliament 2013 :](#)

5.14. The Summary Statistics for Schools in Scotland, No.5, 2014 Edition indicates that in 2013:

- 676,955 pupils were in Scotland's Local-Authority primary, secondary and special schools and grant-aided schools. Of those, 140,542 were identified as having an additional support need, around 20.8 per cent of all pupils. This is a 1.3 percentage-point increase on last year
- Of those pupils identified as having an additional support need, 37,640 (26.8 per cent) have an Individualised Educational Programme (IEP) a percentage-point decrease of 3.6 on last year
- 15,946 (11.3 per cent of those with ASN) have a child's plan, provided through the Getting It Right for Every Child approach - a percentage-point increase of 2.2 on last year
- 3,128 (2.2 per cent) were identified as having a coordinated support plan (CSP) -.a percentage-point decrease of 0.3 on last year. Those pupils with CSPs represent 0.46 per cent of all pupils in all Local-Authority and grant-aided schools.

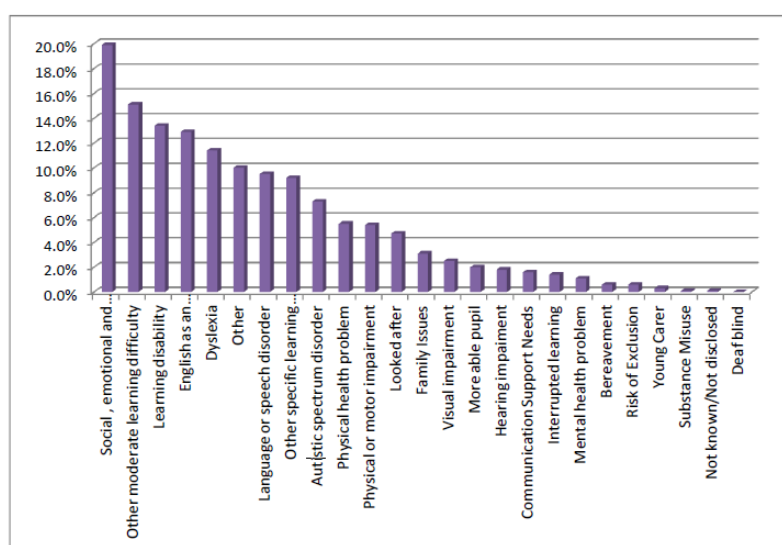
5.15. More boys (60 per cent) than girls (40 per cent) are identified as having additional support needs.

5.16. Research from Growing up in Scotland suggests that eight per cent of children at Primary 1 are reported as having ASN by their main carer. This figure is higher for boys (10 per cent) than it is for girls (four per cent) and is also higher amongst children living in the most-deprived two quintiles of the Scottish Index for Multiple Deprivation. Nearly half of those with ASN (46 per cent) were reported to have speech and language problems, just under a quarter (23 per cent) reported social and/or behavioural problems and just under one-fifth (17 per cent) reported learning disabilities. Twenty-seven per cent reported using two or more types of support, ranging up to six different types.

5.17. Children and young people with ASN are more likely to be excluded from school than those who do not have needs and this is likely to be linked to the significant proportion of pupils with ASN who have social and emotional behavioural difficulties.

5.18. Figure 5.1 (below) indicates the proportions of additional support needs that can be attributed to particular need - the greatest is social, emotional and behavioural need (SEBN).

Figure 5.1
Prevalence of Additional Support Needs



5.19. Table 5.3 shows the trend in Additional Support Needs recorded since 2012. It is difficult to provide trend data before 2012 due to various changes (see footnote)⁴⁵.

Table 5.3: Numbers with additional support needs by type

Additional Support Need	2012	2013	2014
Learning disability	15,979	15,859	15,600
Dyslexia	13,497	15,368	15,877
Other specific learning difficulty (e.g. numeric)	10,858	13,689	15,328
Other moderate learning difficulty	17,834	19,864	21,268
Visual impairment	3,028	3,373	3,544
Hearing impairment	2,253	2,441	2,534
Deafblind	47	45	42
Physical or motor impairment	6,530	7,029	7,289
Language or speech disorder	11,367	12,708	13,697
Autistic spectrum disorder	8,650	9946	10,805
Social, emotional and behavioural difficulty	23,485	26,715	28,354
Physical health problem	6,562	7,398	7,942
Mental health problem	1,254	1,553	1,870
Interrupted learning	1,731	2,068	2,342
English as an additional language	15,148	17,547	19,475
Looked after	5,630	6,578	7,215
More able pupil	2,408	2,244	2,706
Communication Support Needs	1,896	3,380	4,184
Young Carer	441	842	1,188
Bereavement	650	898	1,082
Substance Misuse	170	194	228
Family Issues	3,636	6,038	7,770
Risk of Exclusion	692	833	904
Other	11,838	12,442	12,836

Source: Scottish Government

5.20. Scotland's schools are now serving learners with a greater complexity of needs. Schools are improving inclusive practices to an extent such that the number of special schools is declining and authorities are offering specialised provision in settings based in units and bases in mainstream schools.

⁴⁵ The way schools record data has changed. New categories have been added in 2005 and schools have been encouraged more greatly to register pupils with ASNs.

As a result of new legislation which came into force in 2004, from 2006 onwards more than one reason for support has been recorded for pupils. Between 2006 and 2008 there was some overlap with the old "main difficulty" and the new "reason for support" being recorded, but from 2009 onwards only "reason for support" has been recorded. As pupils are now recorded under multiple reasons for support, the total figures for almost all of the categories have risen substantially. Because of this comparisons should not be made – particularly before 2009.

5.21. Over 98 per cent of learners are in mainstream schools with just under two per cent in special schools and in bases in mainstream schools. Of those with ASN, 94 per cent are educated in mainstream schools in Scotland. In 2011 this figure was 92 per cent and in 2010, 89 per cent. At the same time, due to a change in the way we record national statistics in Scotland the overall number of pupils recorded as having additional support needs has increased significantly.

English as an Additional Language

5.22. Since 2007 there has been an increase of more than 2000 per cent in the number of children and young people who receive additional support as a result of having English as an Additional Language. In 2007 there were 741 pupils who were recorded as receiving additional support and in 2013 this had risen to 17,547.

Students from different ethnic backgrounds

5.23. Table 5.4 shows the numbers of school students by ethnic background in 2014. “White Scottish” students are predominant.

Table 5.4: School Students by ethnic background

White - Scottish	566,281
White - Other	46,719
White - Gypsy/Traveller	1,034
White - Polish	8,532
White - Irish	955
Mixed	7,535
Asian - Indian	4,630
Asian - Pakistani	12,343
Asian - Bangladeshi	793
Asian - Chinese	3,123
Asian - Other	3,455
Caribbean/Black	868
African	5,325
Arab	1,345

Source: Pupil census 2014

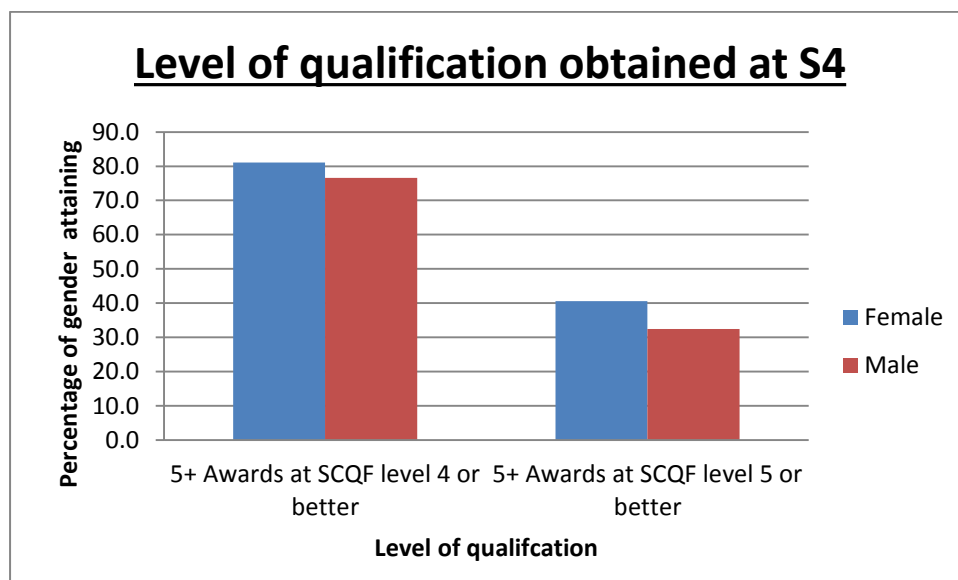
Performance of different social groups

Are there any reported differences in performance between certain groups of children, including the differences in performance across student groups (e.g. students with different social, economic and cultural backgrounds, students in remote areas and in disadvantaged areas, students with special needs, street children); and the differences in performance across school types (e.g. public vs. private, urban vs. rural area, variations in school size?)

Gender

5.24. Girls continue to outperform boys in terms of their attainment (as illustrated in Figure 5.2) and positive leaver destinations, and are less likely to be excluded from school.

Figure 5.2



Source: Summary statistics for attainment, leaver destinations and healthy living, No. 4: 2014 Edition - Attainment and Leaver Destinations

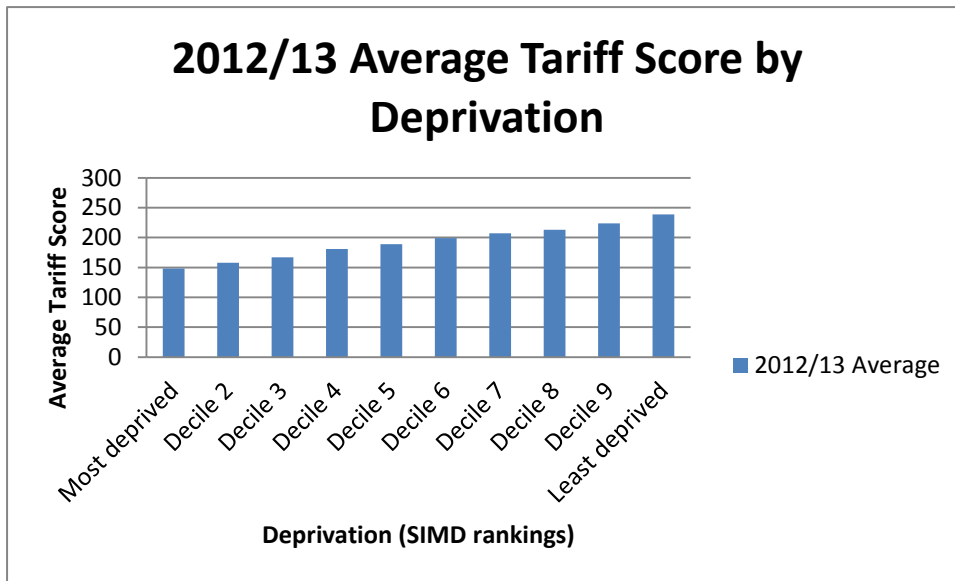
Socio economic difference in performance

5.25. PISA 2012 recorded a gradient of 37 points in Mathematics. This was a significant improvement on the 2009 score of 45 points. There were also significant improvements in Reading and Science compared to 2009. The variation in test scores in Mathematics explained by social background was 13 per cent - similar to the OECD average.

5.26. The [table](#) and Figure 5.3 highlights that there remains a clear relationship between academic attainment and deprivation according to examination results, with the least deprived decile achieving higher tariff⁴⁶ scores than the most deprived. Figure 5.3 illustrates that there continues to be a linear relationship between deprivation and attainment across all groups in 2012/13. This outcome has remained broadly stable over several decades.

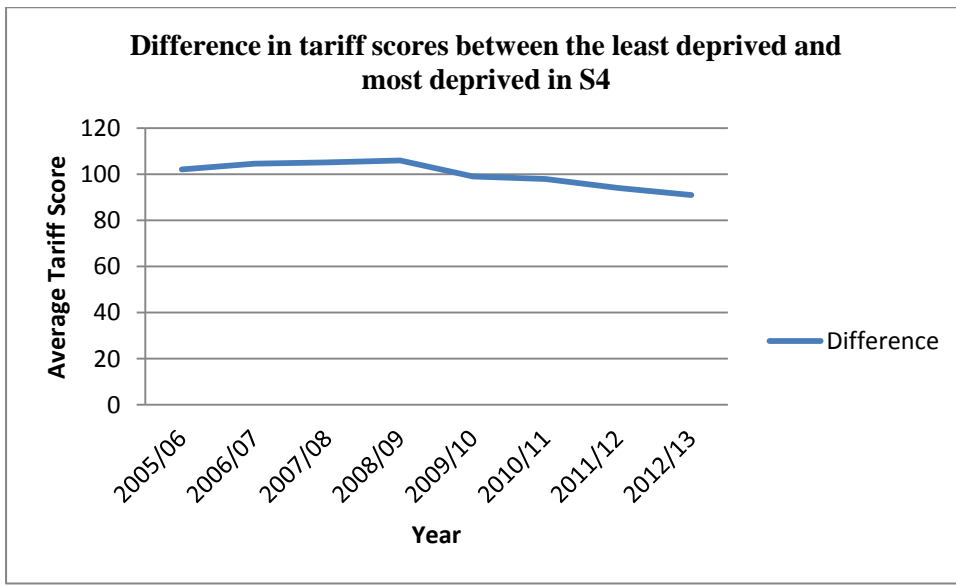
⁴⁶ Note that tariff scores will be replaced with a new measure once all the new qualifications are introduced. The definition of the tariff scores used in these charts and tables can be found in the [background notes](#) for the *Summary statistics for attainment, leaver destinations and healthy living, No.4: 2014 Edition*

Figure 5.3



5.27. Despite this general trend, Figure 5.4 highlights that progress has been made in addressing the gap between the least deprived and the most deprived at S4, which has narrowed in recent years⁴⁷.

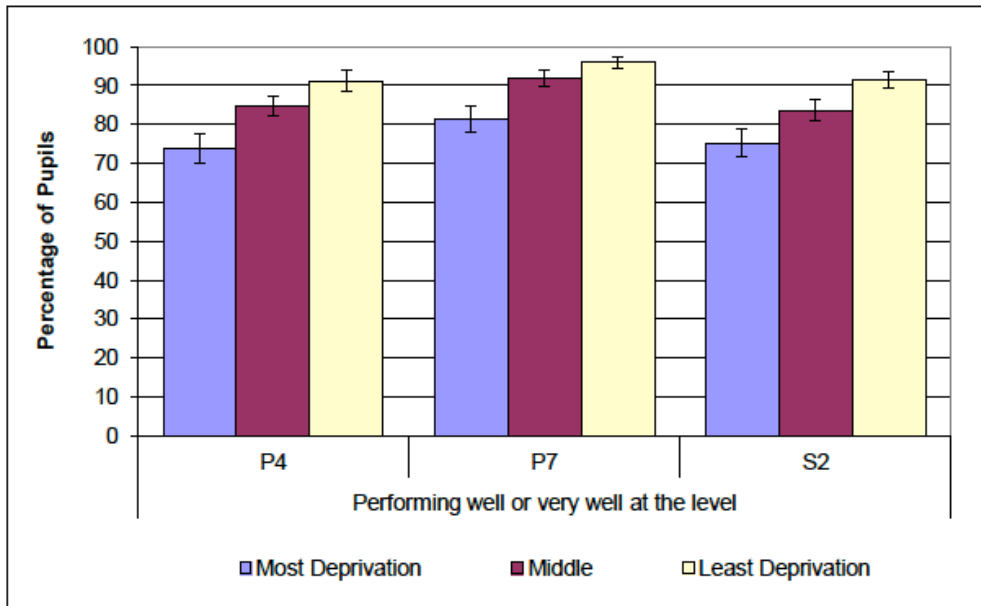
Figure 5.4



5.28. The [Scottish Survey of Literacy and Numeracy \(SSLN\)](#) further illustrates the relationship between deprivation and academic attainment in Scotland. Figure 5.5 shows that, in reading, pupils from the areas of least deprivation have significantly higher attainment than pupils from the most deprived areas in reading, at all stages. The percentage of pupils living in areas of least deprivation and performing “well or very well” was 17 percentage points higher than for pupils living in the most deprived areas in P4; 14 percentage points at P7; and 16 percentage points at S2. This pattern is largely mirrored in the results obtained for writing.

⁴⁷ Noting also, that it is necessary to monitor average attainment, as well as the gap by deprivation

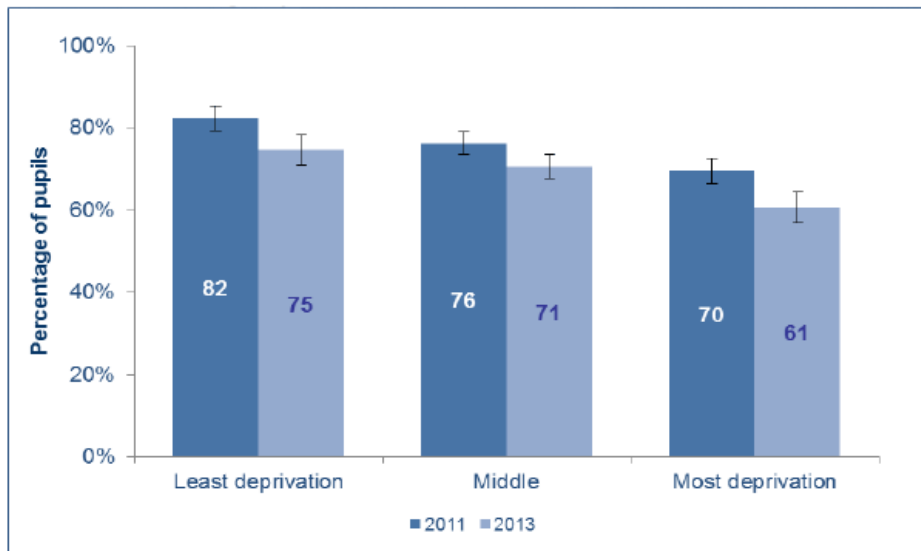
Figure 5.5. Attainment in reading 2012



Source: [SSLN 2012](#)

5.29. In numeracy, Figure 5.6 shows a decline the in percentage of P4 pupils who performed “well” or “very well” in the respective curriculum level between 2011 and 2013. This was true in all deprivation categories, but the biggest difference was seen in the most deprived students, where there was a nine percentage point decrease.

Figure 5.6 Attainment in numeracy 2011 and 2013 at P4

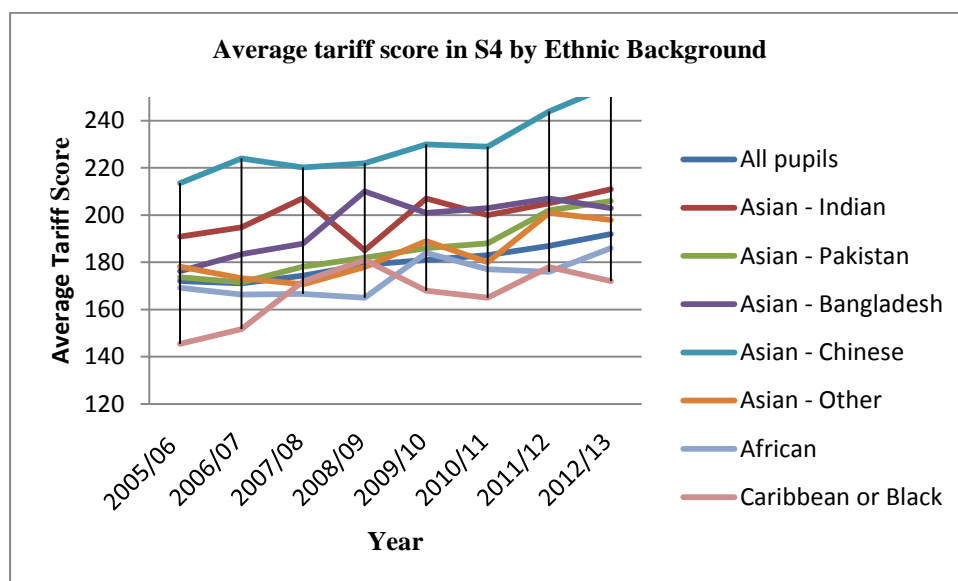


Source: [SSLN \(2013\)](#)

Students from different ethnic backgrounds

5.30. Figure 5.7 reveals that ethnic minorities generally outperform the majority of pupils (the vast proportion of whom are White Scottish). However, the picture is complex, Black Caribbean and African pupils experience some disadvantage. Furthermore, traveller groups continue to perform significantly below the average of all pupils⁴⁸. The strong performance of ethnic minorities in Scotland is further illustrated in terms of tertiary education - all ethnic minority groups are more likely to hold a degree qualification than their fellow White Scottish peers⁴⁹.

Figure 5.7



Private schools

5.31. Independent schools in Scotland tend to outperform public schools. For example, fifty-six per cent of Highers sat in Scotland's independent schools resulted in an A grade, with an A-C pass rate of 93 per cent compared to a national figure of 76.9 per cent⁵⁰.

Urban-rural classification

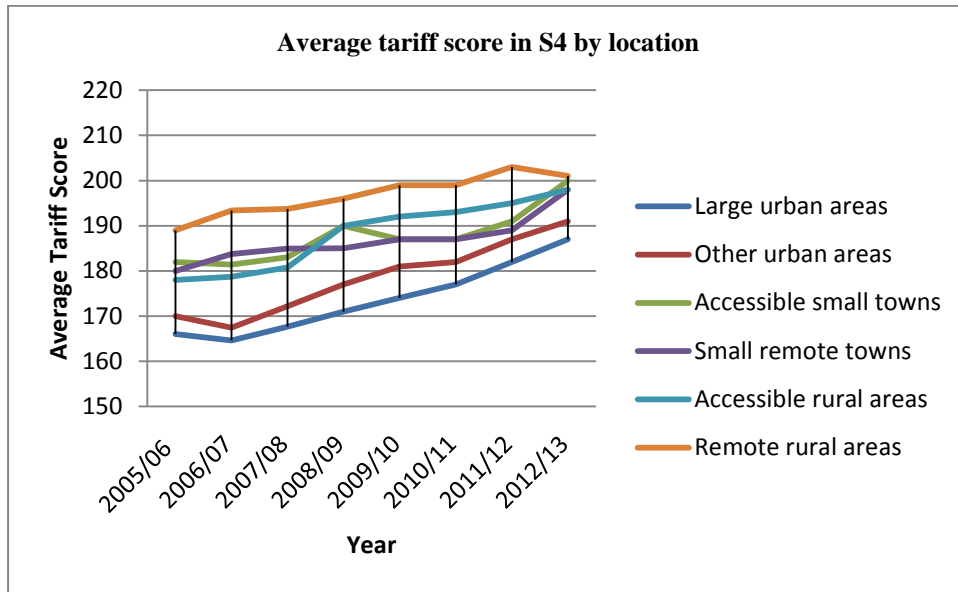
5.32. There are also differences by location of school. Figure 5.8 shows the differences in student performance by location. It is clear that rural and town localities continue to outperform urban localities. Despite this, the graph highlights that the gap in performance has evidently narrowed over time, demonstrating a more equitable performance.

⁴⁸(Occupational travellers, Gypsy Travellers and Other Travellers)

⁴⁹The small number of ethnic minorities in Scotland means that year on year fluctuations can have a huge impact on statistics and therefore caution must be used in drawing conclusion from such statistics

⁵⁰Compared to all schools (State, Special, Independent schools)

Figure 5.8



English as an Additional Language

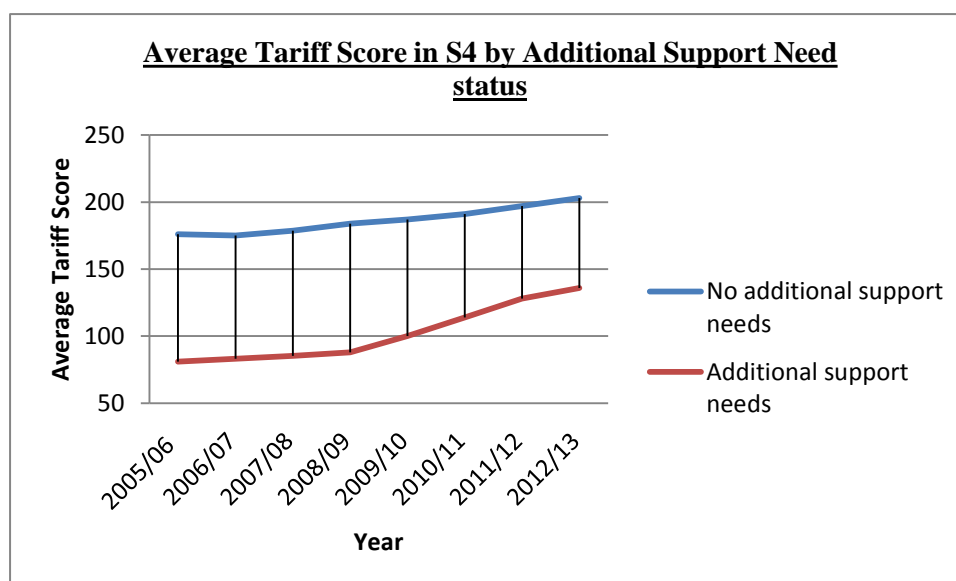
5.33. In 2012/13, pupils who were recorded as having additional support needs as a result of having English as an Additional Language, had an average tariff score of 370. This compares favourably to the average tariff score for all pupils with ASN of 222, but does not match the average tariff score for pupils who do not have ASN which is 439.

5.34. In 2012/13, pupils who have ASN arising from English as an Additional Language are most likely to go into Higher or Further Education post school than other destinations, with 38.1 per cent and 41.5 per cent respectively. A further 11.9 per cent of these pupils go onto a positive destination. 7.3 per cent of these pupils did not go onto a positive destination in 2012/13.

Pupils with Additional Support Needs (ASN)

5.35. The outcomes for students with additional support needs are mixed. In 2010 the proportion of those with ASN who had "no or low qualifications" was nearly three times the level with no ASN (29 per cent vs 11 per cent). Figure 5.9 illustrates the performance of pupils with ASN compared to their peers with no ASN. Whilst there is still a gap between those with/without ASN, it appears to be narrowing. However, caution is needed, as the way such pupils are identified has changed since 2010.

Figure 5.9



5.36. Data on the previous examination performance of students with particular types of ASN is reported in Table 5.5, taken from the annual reports to the Scottish Parliament.

Table 5.5: Average tariff score by ASN status 2009/10 to 2011/12

	Average tariff score			Number of school leavers		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Any ASN	121	168	206	3813	5831	7366
No ASN	385	405	433	50968	48895	44055
Learning disability	55	66	78	835	880	940
Dyslexia	189	222	252	670	1038	1413
Visual impairment	161	234	249	103	136	166
Hearing impairment	225	218	274	78	100	146
Autistic spectrum disorder	168	195	215	312	450	581
Physical health problem	201	248	263	238	380	478
Mental health problem	126	114	147	41	87	122
Social emotional and behavioural needs		79	105	1008	1551	1837

5.37. In 2012/13, 81.9 per cent of pupils with additional support needs were recorded as having a positive destination. This is an improving picture from 71.3 per cent in 2009/10. However, a greater percentage (91.7) of pupils who do not have an additional support need are recorded as having a positive destination.

Approaches to promote equity

Describe any other policies, targets or programmes that are in place for specific groups of students (e.g. low income families, disadvantaged areas, immigration, gender, etc.) and support for disadvantaged schools (e.g. language classes, strengthening and supporting school leadership, strengthening the quality of teachers, linking schools with parents and community, etc.).

5.38. In 2007, the OECD identified in [Quality and Equity of Schooling in Scotland](#) that the major challenge facing Scottish schools was to reduce the achievement gap that opens up about Primary 5 and continues to widen throughout early secondary. It was also noted that children from poorer communities and low-socio-economic-status homes are more likely than others to underachieve. Addressing this persistent gap has become an increasing priority for the Scottish Government.

5.39. In 2009, HM Inspectorate of Education in [Improving Scottish Education 2005-2008](#) reported the key priorities as being identifying and tackling barriers to learning before they become entrenched; finding new ways to meet the needs of the increasingly diverse population of learners; and personalising learning and support to take account of individual needs, choices and circumstances, while relentlessly reinforcing high expectations. In 2012, in [Quality and Improvement in Scottish education](#), Education Scotland reported on progress in many areas and noted that much work still needs to be done to close the gap of inequalities in opportunities and achievement for children and young people across Scotland.

5.40. Across Scotland, and across political parties, professionals and the voluntary sector, we believe there is widespread agreement and commitment to the need to tackle the inequity gap in educational attainment. This reflects the increasing importance of the need to address inequity in education and more widely in Scottish society. At the same time we acknowledge that there are many challenges to tackling this issue both within the school system - where inequity has persisted for many years, and there are powerful incentives to "appear in the best light" in performance measures - and across society. We also recognise the challenge of making improvements consistently and sustainably, across diverse geographies and populations.

5.41. We believe however, that we can point to successes and positive trends which give us confidence and sustain our ambition. And we have a clear sense of direction through [Curriculum for Excellence](#), the [Early Years Framework](#), [Getting It Right For Every Child](#), [Teaching Scotland's Future](#) and the [Post-16 Widening Access](#) agenda which provide the framework for focus on the key priorities of improving excellence and enhancing equity for all children and young people.

5.42. [Education Scotland's Corporate Plan 2013-16](#) places a high priority on improving high-quality and equitable outcomes for all. The vision has a strong focus on improving outcomes in ways which seek to eliminate the inequity which currently exists amongst learners from different backgrounds and from particular vulnerable groups. Education has a strong role in improving the wellbeing and life chances of our children and young people by mitigating the effects of socio-economic disadvantage. Key to this, is ensuring a strong focus on early intervention and prevention. Working in partnership with children and young people, their parents, communities and services is fundamental in ensuring approaches are designed to meet individual and local needs.

5.43. The overall policy context across government is essential in our key aim of facilitating equity in the system. This is comprised of reforms to Early education, GIRFEC and [Tackling Child Poverty Strategy](#):

Early learning and childcare

5.44. Scotland has a shared vision and commitment to developing a strategic approach to prevention and early intervention in tackling the significant inequalities in Scottish society. These priorities are set out in the Scottish Government’s interrelated policy frameworks entitled *The Early Years Framework* (2008), *Equally Well* (2008) and *Achieving Our Potential* (2008), all of which aim to build the capacity of individuals, families and communities so that they can secure the best outcomes for themselves. There is a strong recognition that staff across agencies must work in partnership to move from intervening only when a crisis happens, towards prevention. Providing the right support at the right time can help to build resilience, enabling individuals and families to find their own solutions to problems as they arise. This is at the centre of the GIRFEC approach, which aims to ensure early intervention and prevention, and puts the family at the centre of assessment and planning to improve outcomes.

5.45. The Early Level of Curriculum for Excellence spans pre-school and primary, as it is designed to meet the needs of most children from 3 years until the end of Primary 1, thus promoting better continuity and progression of learning across the sectors. Many of the core messages of CfE will already be familiar to early years practitioners, as they relate to the importance of active, experiential learning, a holistic approach to learning, smooth transitions and learning through play.

5.46. The Children and Young People (Scotland) Act 2014 sets out a number of changes in relation to children and young people in Scotland. One aspect of the Act was to strengthen the role of early years support in children’s and families’ lives. To do this, from August 2014, the Act:

- introduced a new concept of “early learning and childcare” (ELCC)
- increased hours of funded provision for three to five year olds
- introduced an entitlement for funded provision for certain two year olds with increased flexibility of placement entitlement through consultation with parents from August 2015
- designates a “Named Person” for each child.

Getting It Right For Every Child

5.47. Getting It Right for Every Child (GIRFEC) is the national approach to improving the wellbeing of children and young people. Through policy and the delivery of services at both national and local level, the GIRFEC approach:

- puts the best interests of the child at the heart of decision making
- takes a holistic approach to the wellbeing of a child
- works with children, young people and their families on ways to improve wellbeing
- advocates preventative work and early intervention to support children, young people and their families
- believes professionals must work together in the best interests of the child.

5.49. Provisions in The Children and Young People (Scotland) Act 2014 mean that every child or young person will have access to a Named Person Service. From birth until primary-school age this will be provided by the health board, and the identified Named Person will usually be the health visitor. From primary-school age until 18 years or when they leave school, whichever is later, the Named Person Service will usually be provided by the Local Authority. The identified Named Person will be, with very few exceptions, the head teacher, depute head teacher or a teacher in a promoted post, such as pastoral care. This builds on existing good practice in schools.

5.48. The named person is a formalisation of responsibilities already carried out by teachers and health visitors. The named person is designed to be a central point of contact for children, parents and service providers, who will work to promote, support and safeguard the wellbeing of children and young people. They are not the only person who can be contacted, but any concerns about a child or young person's wellbeing must be shared with them. The role of the named person was developed in response to parents asking for a single point of contact, who they knew, so that they did not need to explain their situation to every individual service they engage with. As the single point of contact for concerns, the named person will have an overview of wellbeing, enabling early intervention and prevention.

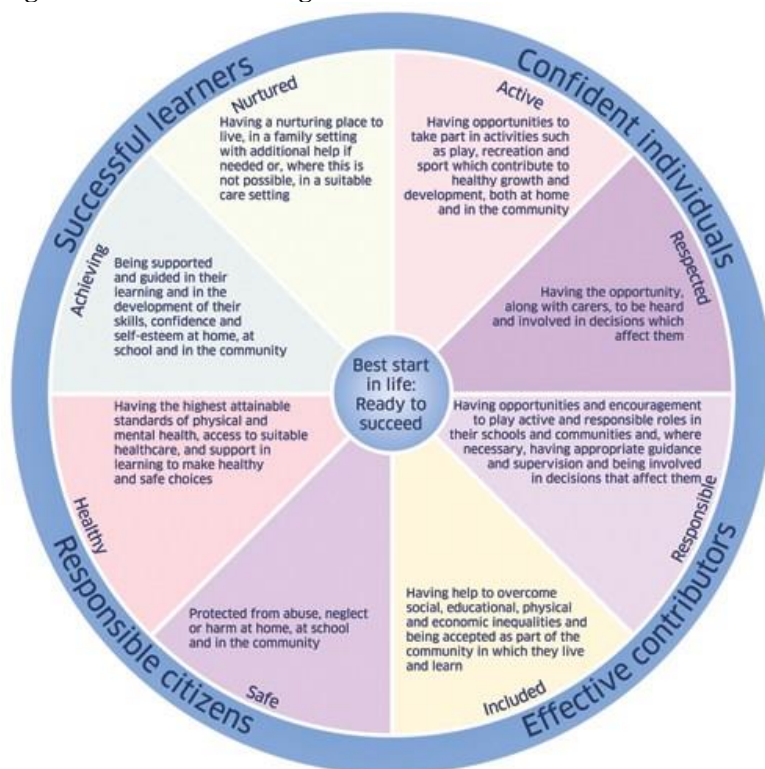
5.49. The GIRFEC approach provides a single planning process, based on the [National Practice Model](#) (see below). If a targeted intervention is required to support the child's wellbeing, then a Child's Plan will be created. This approach should be common to all services. Duties in the Act require that services work together, share relevant and proportionate information and help if requested. The Child's Plan will be managed and reviewed in a co-ordinated way by a Lead Professional, identified from one of the key services providing support to the child and family.

5.50. The *Getting It Right For every Child (GIRFEC) National Practice Model* aims to offer a consistent way for people across services for children, including education, health and social care, to work with all children and young people in providing universal and targeted support to ensure they attain wellbeing outcomes. The approach is intended to help practitioners in different services focus on what makes a positive difference for children and young people, and is being threaded through legislation, policy and practice across Scotland. For children and young people, GIRFEC intends that:

- they will feel confident about the help they are getting
- they understand what is happening and why
- they have been listened to carefully and their wishes have been heard and understood
- they are appropriately involved in discussions and decisions that affect them
- they can rely on appropriate help being available as soon as possible
- they will have experienced a more streamlined and co-ordinated response from practitioners and services.

5.51. All staff share a responsibility for identifying the care and wellbeing needs of children and young people and the GIRFEC approach provides a structured framework to help staff work together to assess these needs. Children's wellbeing is at the heart of GIRFEC and CfE. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). The wellbeing wheel (Figure 5.10) describes these indicators.

Figure 5.10: The Wellbeing Wheel



5.52. While the eight wellbeing indicators are separately defined, in practice, the indicators are not discrete, but connected and overlapping. In this way, they give a holistic view of each child or young person, and allow the child or young person, and the adults supporting them, to consider strengths as well as barriers to growth and development.

5.53. The GIRFEC duties in the Children and Young People Scotland Act (2014), therefore, will help to deliver our ambition for greater support for children and families, with a strong emphasis on early intervention and prevention. This recognises that in order for children to achieve their potential, they need to be supported to develop in all areas of wellbeing. For most children, that support comes from their family, wider community and the universal services of Health and Education. However, many children require additional support that is targeted to meet their needs and improve outcomes. By building the capacity within universal services, the GIRFEC approach ensures that this support is easily accessible, non-stigmatising and available at the right time. The duties in the Act are due to commence in 2016. However, all areas of Scotland are already implementing this national approach. Implementation is at different stages, but all areas are expected to be ready to meet their duties by the planned commencement date, ensuring consistency of approach and equity across Scotland.

Tackling Child Poverty

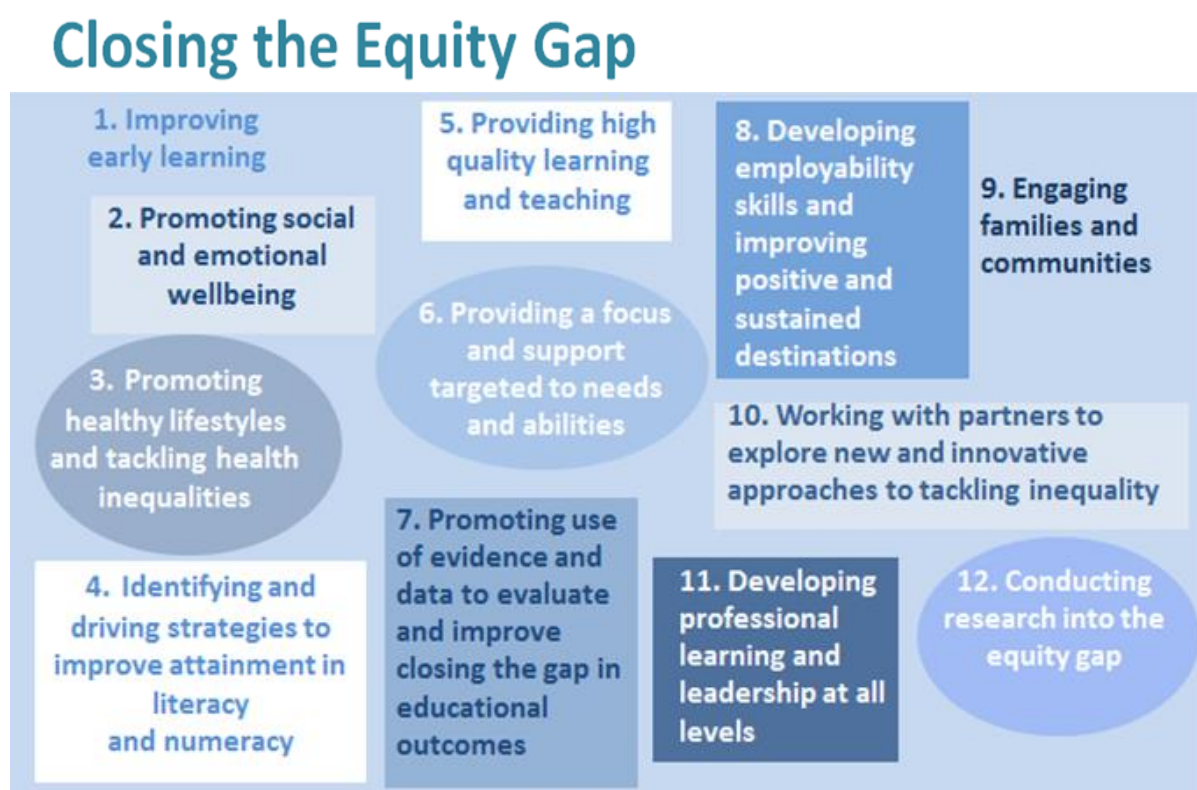
5.54. The Scottish Government is taking a long-term approach to tackling poverty and income inequality in an effort to remove the barriers that stand in the way of individuals realising their full potential. The revised [Child Poverty Strategy for Scotland](#), published in March 2014, outlines the progress we have made, and are committed to making, in key areas such as childcare, education and youth employment. An indicator for attainment is being developed. We recognise the crucial role of **attainment and achievement** as key outcomes contributing to the future prospects of Scotland’s children and the importance of measuring these appropriately at both local and national level. The revised Strategy also introduces a full measurement framework which outlines the current position on these key outcomes against which progress will be measured in future annual reports.

5.55. A wide range of approaches are being taken forward both nationally and locally to support practitioners across all sectors in focusing on closing the equity gap and ensuring excellence for all. Many of these approaches involve a universal approach to benefit all students in the school system, with extra help available to those who need it most. In that sense, the description "progressive universalism" is apposite. While services and help are available to all, it is not a "one-size-fits-all" approach. The various interventions are identified under the 12 priority areas set out in Figure 5.11 below.

Approaches that aim to ensure equity in schools

5.56. Education Scotland have identified that the initiatives to improve equality fall under 12 broad headings, set out below and in Figure 5.11.

Figure 5.11: types of intervention to close the equity gap



1. Improving early learning

Investing in the early years of a child's life is crucial to developing strong and resilient children and young people and can help prevent problems later on.

Entitlements and support for vulnerable children

5.57. From August 2014, children aged 3-5 became entitled to an increase in funded provision from 475 hours to 600 hours *per annum*, commencing during the term following the child's third birthday. The Children and Young People (Scotland) Act 2014 introduces a new concept of "Early

Learning and Childcare⁵¹”. The term seeks to emphasise the holistic and seamless provision of nurture, care and development of social, emotional, physical and cognitive skills, abilities and wellbeing. Learning cannot take place without a nurturing and caring environment.

5.58. The new term seeks to remove an artificial divide between pre-school for three and four year olds; and, childcare for 0-3 year olds; or, pre-school and wrap-around care for three and four year olds; whereby pre-school is the educational element delivered in short blocks tied to a certain number of hours in a day; topped up by childcare or wrap-around care which can be seen as less important to learning.

5.59. The most vulnerable two year olds - those who are looked after, under kinship care orders, or with parent-appointed guardians, also became entitled to 600 hours of Early Learning and Childcare. The Act, however, requires Local Authorities to make alternative arrangements for these two year olds where this would better promote, support and safeguard the child’s wellbeing, and to record the outcome of an assessment and the alternative arrangements in the Child’s Plan. This provision allows for flexibility in the amount of hours offered and/or alternative support, such as family learning, to be offered.

5.60. In January 2014 the former First Minister announced that the 600 hours of funded ELCC from the term after the child’s 2nd birthday would also be extended to those children living in workless households from August 2014. It is intended that this entitlement will be enshrined within secondary legislation. From August 2015 the criteria for this group will change to those who meet the criteria for free-school-meal entitlement. From August 2014 around 15 per cent of two year olds in total will be entitled to these hours and from August 2015 up to 27 per cent of two year olds will be entitled to ELCC.

2. Promoting social, emotional wellbeing

Ensuring children and young people are included, engaged and involved, promoting positive relationships and behaviour and supporting children’s wellbeing are important priorities. The GIRFEC approach and wellbeing indicators support this.

Creating a positive learning environment through positive relationships and behaviour

5.61. CfE recognises that the starting point for learning is a positive ethos and climate of respect and trust based on shared values across the school’s community. Health and wellbeing is a responsibility for everyone within each community of learning, so that they have a role in:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they’re listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promoting a climate in which children and young people feel safe and secure
- modelling behaviour which promotes health and wellbeing and encouraging it in others
- using learning and teaching methodologies which promote effective learning
- being sensitive and responsive to the wellbeing of each child and young person.

⁵¹ Early Learning and Childcare is defined in section 46 of the Act as a service consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting.

5.62. In order to foster a positive learning environment, there a number of related programmes and workstreams underway to support positive relationships and behaviour specifically, including:

- [Better Relationships, Better Learning, Better Behaviour](#) 2013: Policy guidance in response to the 2012 Behaviour in Scottish Schools research. The Scottish Government and Scottish Advisory Group on Behaviour in Schools have identified the next steps and priority actions to support Local Authorities, establishments, practitioners and partners to further improve relationships and behaviour within their learning communities
- [Framework for Intervention/Staged Intervention](#) is an approach to the management of low-level disruptive behaviour in the classroom. It uses a peer-support model, enabling teachers to support each other in forming solutions
- A [national approach to anti-bullying](#) developed by the Scottish Government and the Scottish Anti-Bullying Steering Group to communicate and promote a common vision and aims; and to make sure that work across all agencies and communities is consistently and coherently contributing to a holistic approach to anti-bullying in Scotland
- [The Motivated School](#) aims to create an inclusive climate in which children can feel good about what they are learning and the way in which they are learning
- [The Solution Oriented Approach](#): including solution-orientated planning meetings involving young people and parents, which are focused ways of identifying positive outcomes to complex and challenging issues
- [Restorative approaches](#) : including restorative circles to discuss more serious incidents to discuss alternatives to exclusion. Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm
- [Being Cool in School](#) : a programme for developing emotional literacy and teaching pro-social behaviour in young people
- [Glow](#): Glow aims to provide access to technologies for all learners. It aims to provide differentiated learning opportunities that remove barriers to learning for children and young people with additional support needs.

Nurturing schools and Nurture groups

5.63. We are aware of the importance of attachment and positive nurturing experiences on childhood development. Some children arrive at school without having had opportunities to develop positive, nurturing relationships with a significant adult and, as a result, suffer from poor attachments and an inability to thrive emotionally - therefore being unable to meet the social and intellectual demands of the curriculum. Schools, which have adopted nurturing approaches, recognise this gap experienced by some children and have developed principles and practices, which contribute to the growth of a nurturing environment, where all children and young people have opportunities to thrive emotionally and educationally.

5.64. Where children have been identified as having significant social, emotional and behavioural needs, they may benefit from a small-group learning environment such as a nurture group. The emphasis within a nurture group is on emotional growth. This provides a focus on broad-based experiences in an environment which promotes security, routines, clear boundaries and carefully-planned learning opportunities. Professional learning may include: attachment theories, resilience, brain development, establishing and maintaining a nurture group and developing a nurturing ethos. Nurturing approaches continue to grow in primary schools and early-years establishments and are now increasingly in evidence in secondary schools in Scotland.

Attendance and exclusions

5.65. It is important that schools and parents continue to do all they can to ensure good attendance. The Scottish Government published guidance - [Included, Engaged and Involved Part 1: attendance in Scottish schools](#) - which aims to promote good attendance in schools and provides guidance for Local Authorities and schools on how to promote engagement and motivation, including among those who may be at risk of poor attendance.

5.66. The attendance rate has remained steady at just over 93 per cent in recent years. Pupils' rate of attendance has increased from 93.1 per cent in 2010/11 to 93.6 per cent in 2012/13.

5.67. The Scottish Government published [Included, Engaged and Involved Part 2: a positive approach to managing school exclusions](#) (IEI2) in 2011. The document provides guidance and support to Local Authorities, schools and other learning establishments and their partners to keep all children and young people fully included, engaged and involved in their education wherever this takes places; and to improve outcomes for those most at risk of exclusion.

5.68. The number of exclusions from Scottish schools has decreased substantially in recent years – between 2006-07 and 2013-14 exclusions fell by more than 50 per cent from 44,784 to 21,955. The drop in exclusions represents significant, concerted efforts by schools and Local Authorities to implement a range of approaches and solutions to positively engage young people in their education and improve relationships and behaviour.

3. Promoting healthy lifestyles and tackling health inequalities

Increasing levels of physical activity and healthy eating are an important in tackling health inequalities. Those living in deprived communities have a higher risk of developing preventable ill-health.

Free School Meals

5.69. The Scottish Government is clear about the benefits of providing children and young people living in poverty with a nutritious meal at school. In 2014, 18.8 per cent of children and young people were registered for free school meal. Information about the eligibility criteria for free school meals in Scotland is available on the Scottish Government [website](#).

5.70. In recent years Scottish Ministers have taken a number of actions to extend free-school-meal eligibility, including the extension of free school meals in Scotland to children and young people living in households in receipt of both maximum child tax credit and maximum working tax credit. In January 2015, free school meals were offered to all children in Primary 1 to 3 which represents an annual saving to families of around £330 per child. As around 35,000 pupils of the around 170,000 pupils in primary 1 to 3 are currently registered for free school meals, the policy is set to benefit around 135,000 additional children in Primary 1 to 3.

5.71. Under the [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#), Local Authorities are under a duty to promote school meals, and take reasonable steps to ensure that children and young people, who are eligible to receive school meals free of charge, receive them.

Food for thought fund

5.72. The fund aims to support practitioners to improve learning and teaching within food education in Curriculum for Excellence using national initiatives. Examples include the [Year of Food and Drink Scotland 2015](#) and [Commonwealth Games Legacy](#) in schools/clusters and professional learning communities in Local Authorities across Scotland.

Better eating better learning

5.73. [Better Eating, Better Learning](#) sets the agenda for the coming decade to help drive further improvements to school food and children and young people's learning about food and its contribution to their overall health and wellbeing. It is built on a vision to improve the life chances of our children and young people through the food choices they make now and in the future

Community learning and development (CLD)

5.74. CLD makes a particularly important contribution to health and wellbeing by helping to address health inequalities in our communities, working with families and contributing to health improvement. Partners often work with children and young people to support them to address sexual health, emotional wellbeing and drugs and alcohol issues, thereby enabling them to make more positive choices in their lives.

4. Identifying and driving strategies to improve attainment in literacy and numeracy

Skills in literacy and numeracy are key to accessing learning, achievement and employment.

5.75. The Scottish Government's strategy on literacy is set out in its national [Literacy Action Plan](#), published in 2010. The plan covers early years, school education and adult literacy and contains four main priorities:

- breaking the link between poor literacy levels and deprivation
- improving the skills of those who have difficulties with basic literacy, particularly those from disadvantaged backgrounds
- ensuring young people progress successfully from basic to advanced literacy skills, and
- raising advanced literacy skills for all.

5.76. A national Standing Literacy Commission, independent from government, has overseen the implementation, monitoring and reporting of the plan since 2010. The Commission published its [final report](#) in Spring 2015.

5.77. The Action Plan contains a range of policies, improvement activity and programmes to improve literacy and numeracy. This includes support from Education Scotland, the Early Years Collaborative, Play Talk Read and Bookbug campaigns along with a range of capacity-building activity to support adult literacy. The plan has helped to influence a number of literacy strategies at Local Authority level.

5.78. The Programme for Government 2014 contained a commitment to introduce a "Read, Write, Count" literacy and numeracy campaign aimed at Primary 1 to 3 children and their families. Due for formal launch in August 2015, the activity will build on the Play, Talk, Read activity for early years, and is designed to support parents and carers in developing their children's skills. It will include a media and social marketing campaign, book and numeracy gifting scheme, parental-school engagement and on-going evaluation. Measurement of impact is intended at a high level by reference

to SSLN results at P4 (where it would be possible to analyse deprivation and supporting questionnaire data on attitudes to reading). The activity will include “assertive outreach” to ensure that children and parents from disadvantaged circumstances are fully supported to benefit from the programme.

5.79. The [Primary One Literacy Assessment and Action Resource](#) (POLAAR) is designed to help P1 teachers identify and assess children who are most at risk of developing later difficulties with reading and writing. It is based on a staged intervention model of “observe-action-observe” which helps identify the most effective intervention to take at classroom and child levels.

The Literacy Hubs

5.80. The Scottish Government has supported five Local Authorities (Edinburgh, Fife, Highland, North Lanarkshire and West Dunbartonshire), recognised for sustaining particularly proactive and authority-wide approaches to raising literacy levels. Each of the five authorities shared their expertise with a group of partner authorities who, in turn, developed their own literacy strategies. The model was most successful where there was strong coordination between partner authorities. The literacy hub model was [described by ADES](#) as providing a dynamic for change, which could be replicated for other improvement activities across authorities. ADES stated that the main outcomes of the hub approach are improved focus on literacy, enhanced practice, more robust evaluation and increased inter-authority working, including the sharing of good practice. Hosts and partners all identified the merits of working together and agreed to collaborate in developments in the future.

National Numeracy Virtual hub

5.81. Implemented in January 2015 and to be launched spring/summer 2015, the National Numeracy Virtual Hub will feature key documents and research to support practitioners, and weekly broadcasts of professional learning in areas which have been identified as requiring development. The broadcasts will be a mix of one-off topics and longer-term in-depth learning sessions. It will also support practitioners to apply for professional recognition. This will provide equal access for all authorities, establishments and individuals to high-quality career-long professional learning and support moderation of standards nationally.

5. Providing high quality learning and teaching

Providing a high quality of learning and teaching is likely to result in better outcomes for all children and young people, but particularly those from disadvantaged background. High-quality feedback supported by high-quality dialogue helps learners develop an understanding of their learning and what they need to do to improve their progress and achievements.

5.82. CfE and *Teaching Scotland's Future* provide the framework for improving the quality of learning and teaching. There is a wide range of [support](#) to promote learning independently, taking responsibility for learning, active learning, collaborative learning, and applying learning and skills.

6. Providing a focus and support targeted to needs and abilities

Identifying and addressing barriers to engagement and learning, in line with Additional Support Needs legislation and Getting it Right for Every Child, contributes to improving the life chances of our most vulnerable learners.

Meeting the needs of the increasingly diverse population of learners

5.83. There is significant legislation in place to ensure that needs of specific groups are adequately met. Under the Education (Scotland) Act 1980, Local Authorities have a duty to provide adequate and efficient provision of school education for all children residing in their local area. This duty does not distinguish between children and young people on the basis of protected characteristics such as religion or belief, race, sex (gender), disability, or sexual orientation or other characteristics such as refugee status or family circumstances.

5.84. The Equality Act 2010 places duties on Local Authorities and managers of independent and grant-aided schools to actively deal with inequality, this may include harassment or victimisation of pupils on the basis, or a perceived basis, of their religion or belief, race, sex (gender), disability, sexual orientation, pregnancy or maternity. As part of [the Scottish Government's Equality Outcomes and Mainstreaming Report](#), specific equality outcomes were set for education. The outcomes for education focus on disability, gypsy/travellers, sex and bullying.

5.85. A range of resources, containing advice, guidance and examples of good practice (Appendix 2), aim to improve the capacity of practitioners taking account of recommendations from the evaluative activities.

Curriculum for Excellence - personalising learning and support

5.86. High standards and social inclusiveness are key aspirations for CfE, with the expectation that the curriculum will be designed to raise standards of attainment, advance equality of opportunity, reduce disadvantage and meet the needs of all learners, including those with additional support needs. CfE provides an inclusive, flexible framework that can be used to meet local needs and offer a personalised approach for all children, which allows them to progress in different rates and in different ways within the highest expectations.

5.87. Children's Rights, in accordance with Article 24 of the United Nations Convention on the Rights of the Child (UNCRC), and entitlements are at the heart of CfE. It places learners at the centre and has a strong emphasis on health and wellbeing, provision for universal and targeted support and promoting approaches to ensuring children and young people are included, engaged and involved in their learning. With greater flexibility and scope to meet learners' needs, CfE provides the potential for a more equitable system.

5.88. All children and young people are entitled to personal support to enable them to gain as much as possible from the opportunities which CfE can provide. From the earliest years, it is the responsibility of every practitioner and partner to deliver the universal entitlement within the learning environment. This includes not only pastoral care, welfare and positive relationships but also how practitioners consider and support different aptitudes and opportunities for achievement and challenge across the curriculum when planning and delivering the curriculum. Day-to-day conversations about learning, reviewing and planning next steps, are important aspects of universal support. In addition, it is essential that a key adult has a holistic overview of learning and personal development of each child and young person. For children and young people who require additional support, establishments have staged-intervention frameworks, whereby support needs are assessed and support co-ordinated by staff with additional expertise in this area. Key principles are set out by Education Scotland in the [National Framework](#) for support for learners.

5.89. A wide range of [support](#) for developing and improving inclusive practices is available for practitioners, which include a focus on improving identifying and addressing barriers to engagement and learning. Some examples are set out in the following paragraphs.

LGBT Young People

5.90. The evidence base around LGBT young people's educational outcomes is thin, with no routine data collected. However, a report based on a YouGov survey, commissioned by Stonewall Scotland, states that teachers are failing to tackle homophobic bullying in Scotland's schools. [The Teachers' Report 2014](#) reveals that across the United Kingdom nine in ten primary school staff (89 per cent) and more than four in five secondary school staff (83 per cent) have not received any specific training on how to tackle homophobic bullying⁵².

5.91. Specific action on homophobic bullying includes:

- The [Dealing with Homophobia and Homophobic Bullying in Scottish Schools toolkit](#) to support teachers in recognising, challenging, and reducing homophobia and homophobic bullying in their schools
- Development of the FIT DVD, Stonewall's highly-successful play for schools aimed at tackling homophobic bullying. Copies of the DVD were sent to every secondary school in Scotland
- The national approach to anti-bullying in Scotland includes homophobia
 - All sessions delivered by [respectme](#), the national anti-bullying service, since 2007 to teachers, care workers, parents, social work services, sports coaches and practitioners cover homophobia, Biphobia and Transphobia
 - Of the Local Authorities who have worked directly with respectme, 88 per cent have policies that specifically mention homophobia.

Gypsy/Travellers

5.92. The Scottish Government's Education Equality Outcomes recognise that as an ethnic minority, Gypsy/Travellers have one of the lowest rates of attainment and positive leaver destinations, as well as the lowest rates of attendance. The Scottish Government's work to improve the educational outcomes of Gypsies/Travellers is implemented through our funding of the Scottish Traveller Education Programme (STEP). STEP's remit is to develop and support inclusive educational approaches for mobile and settled Gypsy and other Travelling families. [Guidance](#) has also been issued for schools. STEP is also represented on the national Parental Stakeholder Group. There has also been the creation of a Scottish Traveller Education Review Group, which aims to improve access to education for traveller children and ensure there is an overarching strategy for this group.

⁵² Scottish teachers made up a sub sample of 122 primary staff and 138 secondary staff in Scotland as part of a survey of 1,832 primary and secondary teachers and non-teaching staff across Britain

Looked After Children

5.93. Multiple forms of support have been developed for Looked After Children. There has been a particular focus on improving the care for pupils. The **PACE**⁵³ programme aims to reduce the number of placements and provide earlier permanence for looked after children. To further improve the quality of care offered, the role of **Designated Care Managers**⁵⁴ has become more established. In addition, there has also been a focus on developing a range of training materials developed for professionals⁵⁵. The Scottish Government created the **Centre for Excellence for Looked After Children in Scotland (CELCIS)** in 2011 – with £3 million funding per year. We are working with them to carry out research to understand what is effective in helping looked after children, particularly those at home, achieve their maximum educational potential. CELCIS have also recently been working with some Local Authorities using “Improvement Methodology” to improve educational outcomes of Looked After Children.

Supporting readiness to learn: The Access to Education Fund

5.94. Up to £5000 per school is available through the Scottish Government [Access to Education Fund](#), which aims to reduce the barriers to learning experienced by pupils from disadvantaged backgrounds. It is based on the premise that learning is about the ability to learn, not the ability to pay, and pupils should not have to miss out on educational experiences for financial reasons. Schools can apply for funding to provide support for pupils and their families for school materials, trips, school uniforms, IT, coaching, mentoring and parental engagement programmes.

Identifying and tackling barriers to learning

5.95. The Education (Additional Support for Learning) (Scotland) Act 2004, places a duty on Local Authorities to identify, meet and keep under review the additional support needs (ASN) of pupils for whose education they are responsible. The Act provides the legal framework which underpins the system for identifying and addressing the ASN of children and young people who face a barrier, or barriers, to learning. ASN now covers a wider definition than those with disabilities. ASN can arise from a range of factors which cause a barrier to learning. These fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need and social and emotional factors.

5.96. From 2009 the Scottish Government has reported to Parliament on the success of the implementation of the additional support for learning legislation. Schools and authorities have continued to identify more children and young people with ASN. Over the four years of reporting on progress, numbers of children and young people identified have increased from 14 per cent of the school population towards 21 per cent in 2014. The reports show that, broadly, children and young

⁵³ Permanence and Care Excellence (PACE) is being implemented in Aberdeen City and Renfrewshire and uses improvement methodology and takes a whole system (local authorities, children’s hearings & courts) approach to improving permanence.

⁵⁴ A named member of the management team who has a specific responsibility in relation to pupils who are looked after within Scotland’s schools. *We Can and Must Do Better: Core tasks for Designated Managers* was produced in 2008 to support local authorities implement the Designated Manager role in schools and also extended to the residential child carer sector, who have a broad range of responsibilities aimed at improving learning outcomes.

⁵⁵ [We Can and Must Do Better](#)

people's learning needs, including their additional support needs, are well provided for in Scotland's learning establishments. However, it is noted that for those with "hidden" ASN, for example those children and young people who are looked after, those who have mental health difficulties and those who are young carers, more needs to be done. In addition, there is a need to further consider practice in relation to transition, and there is a need to share practice in order to support more consistency in the identification of, and provision for, ASN.

5.97. The strategic review of learning provision for children and young people with complex additional support needs was commissioned in 2010 by the Cabinet Secretary for Education and Lifelong Learning. Peter Doran was appointed to undertake the 'Doran Review', and work began in October 2012. The final Doran Review report *The Right Help at the Right Time and Right Place*, published in November 2012, provides a set of recommendations aimed at providing better outcomes and experiences for children and young people with complex additional support needs. Further information on the report and the Scottish Government Response can be found [here](#).

7. Promoting use of evidence and data to evaluate and improve closing the gap in educational outcomes

Using a wide range of evidence and data, including Insight, the new on-line benchmarking tool, is essential to support the identification of those children and young people not fully realising their potential and to inform all improvement work.

5.98. [Insight](#) is a new online tool used to benchmark, analyse and compare data relating to performance in secondary schools in a range of qualifications achieved in the Senior Phase of Curriculum for Excellence. It has replaced an earlier system (STACS), which was open to criticism for presenting data on a limited range of qualifications and with insufficient information on the context in which schools work. Insight includes national and local benchmarking measures. The national measures focus on "leavers", since point of exit is a consistent point of comparison. The national measures are: increasing post-school participation, improving attainment in literacy and numeracy, improving attainment for all, and tackling disadvantage by improving the attainment of lower attainers relative to higher attainers. The key benchmarks for the national measures are the school's performance over time and performance against a Virtual Comparator. The Virtual Comparator takes the essential characteristics of pupils in a school and matches them to pupils with similar characteristics drawn from across Scotland. Local authority and national data are also presented on the national measures. Insight currently contains data from ten different providers whose awards meet the criteria of being included on the Scottish Credit and Qualifications Framework (SCQF), aligned with Curriculum for Excellence and the data requirements for the tool.

5.99. Additional measures on curricular areas, subjects and courses are also available for use at school level. The local benchmarking measures show staged-based versions of the national dashboard information covering S4, S5 and S6. Secondary schools can use the Learning Partners feature of the tool to seek access to each other's data relating to the local measures and engage in professional dialogue on improvement.

8. Developing employability skills and improving positive and sustained destinations

Preparing children and young people for the world of work and employment gives a firm foundation for their future. Opportunities for All, Modern Apprenticeships and Developing Scotland's Workforce are all important initiatives in ensuring all young people participate in post school learning, training and employment.

5.100. Further information is available in the following section on skills training and employability.

9. Engaging families and communities

Helping parents to support their children's learning and having high shared ambition, aspirations and expectations are important strategies in raising attainment. Working with community planning partnerships to address the impact of deprivation helps ensure a shared commitment across services.

5.101. The Early Years Collaborative identified parents' skills, family engagement and child poverty as three of the main items that make a difference to the EYC improvement work. The Raising Attainment programme focuses on family engagement as a core aim for the programme. Play, Talk, Read and the forthcoming Read, Write, Count programme feature parental engagement as a key focus for the campaigns.

5.102. [Parentzone Scotland](#) and the [Engaging with Families](#) websites bring together information about Scottish education at all stages, and provide support and advice to teachers and parents. Parentzone Scotland has a strong focus on helping parents support their child's learning. The website has an extensive range of new and updated content:

- Information on learning in Scotland includes early learning and childcare; Curriculum for Excellence, including the Senior Phase, and learning beyond school. Detail can be found for example, on the new National qualifications and building employability skills
- The learning at home sections provide parents with examples of how they can support their child at home in areas such as literacy, numeracy and science, information on additional support needs and how parents can get more involved in their child's school
- Data on school performance is available drawing on Insight
- There are links to a wide range of other relevant websites

Community learning and development (CLD)

5.103. CLD play an important role in supporting parents' understanding of CfE, its aims and how young people will benefit. This can help parents understand what they can do to contribute. Often in partnership with educational establishments, CLD also works with parents through family learning programmes to help them become more involved in supporting their child's learning and to develop higher aspirations for their families. Some local programmes help to develop literacy and numeracy skills, as well as other important skills for learning, life and work.

10. Working with partners to explore new and innovative approaches to tackling inequality

Promoting innovation and new partnering arrangements including the [School Improvement Partnership Programme](#) and the [Raising Attainment for All Programme](#), is ensuring the use of the education system's collective expertise, knowledge and skills to maximum impact with a focus on addressing inequality in education outcomes.

Early Years Collaborative

5.104. The Early Years Collaborative (EYC) has been established to offer practical support for local partners in improving the early years' experience for children across Scotland and was introduced to accelerate the conversion of the high-level principles set out in Getting it Right for Every Child (GIRFEC) and the Early Years Framework into practical actions. It is a multi-agency,

local, quality-improvement programme delivered at a national scale and is currently structured around four workstreams (WS) – WS1 covers pre-birth to one year; WS2 one year to 30 months; WS3 30 months to start of primary school and WS4 children from the start of primary to end of P4. The Collaborative is a coalition of Community Planning Partners including social services, health, education, police and third sector professionals. These are committed to ensuring that every baby, child, mother, father and family in Scotland has access to the best support available. There is a clear link between the work of these workstreams and the recently established Raising Attainment for All Initiative.

Raising Attainment For All

5.105. The Scottish Government have resourced the roll out of the Raising Attainment for All programme, The Raising Attainment For All programme is now working with 24 Local Authorities and over 180 schools across Scotland, with more schools expected to join the programme during 2015. This programme is one of a range of activities currently underway to support authorities and schools to raise attainment and close the equity gap. The programme is voluntary and is open to any further Local Authorities who wish to participate. The Raising Attainment for All Programme adopts [an improvement methodology](#), based on the Improvement Framework for Scotland's Public Services, to enhance performance.

5.106. The schools involved in this programme will identify their own areas for action and will use the methodology to assist in their drive to raise attainment and reduce inequity in educational outcomes. They will be supported by a Professional Improvement Advisor to identify clear aims and measures which will support the iterative testing of new ways of working to impact on performance. This programme is an example of approaching the issues in a different way and is not additional (in terms of both work and resource) at school level. It is designed to equip schools with the tools to help them implement interventions they know to work in an efficient and effective way.

Scottish Attainment Challenge

5.107. The First Minister launched the Scottish Attainment Challenge in early 2015, backed by the £100 million Attainment Scotland Fund over 4 years, with £20 million to be made available during 2015/16. The fund will be initially targeted at schools in Local Authorities with the biggest concentration of primary pupils living in deprived areas. It will focus on literacy, numeracy and health and wellbeing in the Primary Sector. The Attainment learns from and builds on approaches used in the London Challenge, but also from initiatives further afield, such as in Ontario and New Zealand

5.108. Local authorities in receipt of the Scottish Attainment Fund will be supported by Attainment Advisors who will have a specific role in relation to the improvement activities being funded. Attainment Advisors will have a clearly defined focus on working with local authorities, schools and local communities to support raising the attainment of children and young people from more socially disadvantaged backgrounds in order to close the equity gap. They will support local improvement and collaboration. Attainment Advisors will work alongside local authority staff and partners on agreed priorities which support raising attainment in the key areas of literacy, numeracy and health and wellbeing. The approach being adopted will build on best practice, learning from national and international targeted improvement initiatives, including the London Challenge.

5.109. Education Scotland will provide Attainment Advisors with high-quality and ongoing professional learning in evidence-based approaches and methodologies for driving local improvement. This will enable them to play an important role in linking the work of Education

Scotland, the Scottish Government and local authorities. In doing so, Attainment Advisors will build on existing improvement practices; support the introduction of new approaches which are based on strong evidence of what works; and work collaboratively with local authority staff to support and challenge schools in their efforts to improve outcomes for children and young people.

5.110. Attainment Advisors will have access to national and international research and be able to draw on this to support improvement. They will also help inform national work and spread good practice across Scotland by sharing evidence and experience of what is working to raise attainment of children and young people from more socially disadvantaged backgrounds.

School Improvement Partnership Programme (SIPP)

5.111. The [School Improvement Partnership Programme](#) involves Education Scotland working with Local Authorities and university researchers to establish and support these partnerships across schools and Local Authorities. These partnerships are becoming inter-connected and show signs of forming a powerful national network focused on tackling educational inequity. There is a commitment to expand and enrich this work. The individual partnerships identify key concerns relating to educational inequity in their context and work to develop a shared commitment to improving outcomes and raising attainment for all children and young people targeting those from the most deprived backgrounds. SIPP supports a range of collaborative enquiry-based approaches, including lesson study, instructional rounds, collaborative action research and improvement science across fourteen diverse partnerships. The programme is building leadership capacity amongst teachers and educational staff and developing new approaches to closing the attainment gap in within and between classrooms, schools and Local Authorities.

11. Developing professional learning and leadership at all levels

Promoting and participating in professional learning and developing practice as a result has the greatest impact on improving outcomes for learners. Leadership is central to education quality. Education leaders need to ensure a strong focus and commitment to tackling inequality and promoting professional values and personal commitment to social justice.

5.112. Further information is available in Chapter 4.

12. Conducting research into the equity gap

Collecting and promoting the use of knowledge and research to provide succinct and easily accessible advice for practitioners and professional learning communities supports developing an understanding of the impact of deprivation and effective ways of minimising its impact.

5.113. Recent publications related to the equity gap include

- The [Annual Report on the Child Poverty Strategy](#) was published 08 August 2014.
- [School Improvement Partnership Programme Phase 1 Evaluation Report \(November 2014\)](#)
- [Closing the Attainment Gap in Scottish Education \(May 2014\)](#)
- [Learning lessons: young people's views on poverty and education in Scotland \(June 2014\).](#)

Skills and labour market and/or further education

How do students transition through the education system and into employment (e.g. labour market, unemployment, further education...)?

What policies have been put in place to guide students along the extended choice that the CfE offers, so they can find a destination that fits their interests?

Skills Development within CfE

5.114. Curriculum for Excellence provides the framework, particularly in [Building the Curriculum 3 and 4](#), for all young people to gain the knowledge and skills for learning, life and work that they need at every stage, with a strong focus on literacy, numeracy and health and wellbeing across all learning. The opportunity to develop these skills is designed to be embedded within the Experiences & Outcomes across all curriculum areas, throughout a child's time in education from age 3-18, and further encouraged through the practical, applied and experiential types of learning opportunities promoted through CfE guidance.

5.115. Partnerships between schools, colleges, employers and other national and local organisations are encouraged through CfE guidance, being key to the successful delivery of skills for learning, life and work. Curriculum for Excellence is firmly focused on the needs of the individual learner and supports them to develop the skills they need for learning, life and work. All young people, particularly those in need of more choices and more chances, benefit from different approaches to learning and opportunities to access learning in different contexts. Making the link between the classroom and workplace helps young people to see the relevance of their learning and understand the contribution that they can make to their schools and colleges, to their community and to the economy.

5.116. Schools are developing a range of approaches to deliver young people's entitlement to universal and targeted support. By the end of S3, young people should be supported in developing an S3 profile to give a full account of their progress and achievement in the Broad General Education. During day-to-day learning activities, class teachers and other staff discuss regularly with learners their progress and achievements. This helps young people to gain self-awareness and skills and to increase independence. These learner-centred approaches are at the heart of an effective profiling process and aim to support young people in recognising their achievements and gaining insight into the skills they are developing. These regular conversations also support young people in making choices for specialisation as they move towards the end of the Broad General Education phase. The *Health and Wellbeing - Responsibility of All* framework, with its focus on planning for choices and changes, supports young people in raising their awareness of future choices. Through this, they develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life

5.117. Young people also have an adult who knows them well, often a guidance teacher (or mentor or other member of staff assigned to the role) who will discuss the overview of their curriculum and give advice on subject choices and possible progression pathways. How frequently these periodic discussions take place varies with the school's approach to provision of support and with the needs of learners. In some cases these are built into weekly timetabled slots and, in others, monthly or termly meetings support young people in a more in-depth review of their learning. Skills Development Scotland (Careers Advisors) support the school and young people with professional advice on post-school opportunities. Education Scotland has provided advice to schools through the CfE Briefing series and additional case study exemplification about pathways and planning, to ensure successful progression both through school and to positive destinations.

Transition from school to further learning or training and employment

5.118. Post-school transition planning initially takes place prior to a young person moving on beyond the compulsory school-leaving age. It is integral to delivery of the Senior Phase of Curriculum for Excellence and should ensure that no young person moves on from school, or any subsequent period of learning up to their 20th birthday, without an offer of further learning or training in place. This offer can include staying on at school, further or higher education or pre-employment training and should enable the young person to develop the skills necessary to enter the world of work. Young people can have more than the one offer if necessary.

5.119. Young people can transition into Scotland's colleges from school at a number of levels. Their attainments from the Senior Phase enable them to enter further or higher education in a college.

5.120. Schools and colleges plan for and aid the transition of many young people into college through school-college partnership programmes. These programmes entail young people attending a local college during the Senior Phase, typically from S4, S5 or S6. Taster experiences are also available to some during the Broad General Education.

5.121. Colleges work with local schools to ensure that skills developed by young people through CfE align with college provision. Colleges do this by further profiling a young person's skills if necessary and ensuring that they are exposed to an appropriate range of Essential Skills through their programme of study.

5.122. Young people who are at risk of not having a positive destination when they leave school can, if they choose, take part in a pre-employment training programme. These programmes are funded by the Employability Fund (through SDS) and are often run by colleges and, in some cases, by private training providers.

5.123. The implementation of *Developing the Young Workforce: Scotland's Youth Employment Strategy* will result in a greater focus on work-relevant learning from 3-18 as well as greater integration of work between schools and colleges to ensure effective provision of vocational education in the Senior Phase.

5.124. To help our young people make key decisions on their learning journey and to find a job and progress their career, Skills Development Scotland provide a careers advice and guidance service. SDS offer a blended service which allows the young people to tailor the support they receive. SDS work in partnership with schools and community planning partners to ensure the information and guidance they provide accurately reflects local area labour markets and the training and learning provision available. SDS also have a key role in identifying and supporting those young people who don't have an offer of learning or training.

Developing the Young Workforce

5.125. The Scottish Government set up the [Commission for Developing Scotland's Young Workforce](#) chaired by Sir Ian Wood, in 2013. The Commission's remit was to make recommendations to improve the way in which schools, the college and training sectors and employers worked together to deliver a high quality vocational education system. The Commission, whose membership was drawn from leading individuals in business and education, delivered an interim report in September 2013 with its final report making recommendations to Scottish Government in June 2014.

5.126. The 39 recommendations cover a range of provision to young people, focusing on improving the interaction between schools, colleges and employers and suggesting a range of measures which should increase youth employment. The Scottish Government's initial response to the report involved early action to support the establishment of new regional employer partnerships, pilot foundation apprenticeships and advanced apprenticeships and establish a new Invest in Young People Accolade for business.

5.127. Central to the Scottish Government and Local Government Implementation Plans, published in December 2014 as [*Developing the Young Workforce: Scotland's Youth Employment Strategy*](#), will be the agreement of partners, to make a step change in provision, driving closer links to employers through both the Broad General Education and Senior Phases of Curriculum for Excellence, and into post-school provision. As part of this change, the programme will take a range of actions designed to improve the perceived value of work-related qualifications and alternative career routes. A new framework for school/employer partnerships and new Standards for careers advice and work placement are also being developed.

Main issues for the system

5.128. **Maintaining and improving excellence:** All activity in the education system needs to be carried out with the need to maximise and improve the outcomes for learners. In a changing world, it is not enough to maintain levels of performance, but we need to encourage an education system which challenges learners and unlocks greater achievement. This is not only for Scotland to maintain pace with its competitors, but to ensure our learners are equipped for the global economy and society.

5.129. **Improving equity.** Significant emphasis is being placed on this aspect of policy at the highest level of government, both as an issue itself and the part it plays in tackling deep-rooted inequality in Scottish society. We acknowledge the deep social patterning that characterised attainment in modern times. CfE is designed to provide appropriate support to students of all backgrounds, but there is as yet only limited data to test its impact on outcomes for learners at the end of their school experience. The opportunities of CfE, combined with the holistic approach of Getting it Right for Every Child, along with investments in early learning and childcare, are designed to improve equity, but their long term-effectiveness remains unclear. The approach of a universally available service, with extra support where necessary, is a form of “progressive universalism”. There is significant guidance on the approaches to take to support learners, but the challenge will be how to adapt these approaches further if the equity gap persists into the future.

5.130. **Equipping learners for the future careers.** The need to ensure a range of learning opportunities and provide learners with skills for work, as well as for learning and life, so that they might become resilient individuals who will take their place in wider society, is embedded with CfE. The Report on Developing Scotland's Young Workforce laid down a challenge to enhance work-relevant learning in schools from 3-18. Employers need young people who are ready for work and young people need employers who are involved in shaping their education and understanding of work and who are prepared to invest in young people. Young people, their parents and teachers need to know that there are many routes into a wide variety of good jobs, including through the vocational offer in colleges and through apprenticeships. All young people should benefit, including those who may have been least well served by the education system in the past. As such, Developing the Young Workforce is central to building a fairer society, tackling inequality and ensuring sustainable economic growth.

CONCLUSIONS

6.1. The Scottish education system is mature, and characterised by inter-locking partnerships and governance arrangements. Education is delivered locally, by professionals within schools under the management of Local Authorities. In addition central support and direction is provided by the Scottish Government and Education Scotland.

6.2. Curriculum for Excellence is largely established in schools through the applied efforts of teachers, school leaders, Local Authorities and Education Scotland. This has been a significant undertaking over a number of years, and is still rolling out, with the completion of new qualifications in the Senior Phase. At the same time, *Developing the Young Workforce provides an increased focus on work relevant learning as part of CfE*.

6.3. In order to support and implement the principles of CfE, there is significant reform of teacher training and professional development embodied in *Teaching Scotland's Future*

6.4. Overall, the system exhibits many characteristics of success. In international comparison, Scotland is above the OECD average in Reading and Science, and similar to it in Mathematics. A high proportion of school leavers go on to productive activity in advanced education or the labour market, and ultimately help to maintain Scotland as a prosperous developed nation.

Key challenges

6.5. For any education system, the key concern is the outcomes that are achieved for its learners. Maintaining and improving **excellence** is a fundamental requirement which we must continue to pursue across the whole education system. Attainment, which is respected and recognised by society, is vital to enable learners to demonstrate skills for the modern world. Progress in attainment and social skills are vital to success in life.

6.6. As was identified in the previous review in 2007, and is a prominent consideration for the current administration, **equity** in attainment is an over-arching issue for our education system. The equipping of our learners to have an equal chance of making their way in life is a vital responsibility for government and the public education system. While inequality is deep-rooted and multi-causal, the significant public investment in school education must be shaped to be a force which promotes greater equality which counteracts, and ultimately overcomes, inequity in wealth.

6.7. Underlying these issues, the **collection and reporting of data** is seen as a cross-system challenge. To make progress on excellence and equity, we need to be sure of what works, and how lessons can be learned, monitored and refined to improve the education system. As well as decisions about what should be collected, building a culture, whereby the fullest range of stakeholders will collect, accept and act on performance data, is required. This will require an approach which strikes the best balance between collecting challenging evidence, building confidence that system change will be identified and carried out in a consensual, supportive manner, and ensuring the breadth of ambition is not constrained by the choice of indicators.

Delivery issues for the system

6.8. A number of issues have been identified during the course of this background report. Many of them are common problems faced by education systems across the developed world, and

the OECD is well-placed to advise on these, and also apply principled thinking to address challenges that are facing Scotland in particular. The challenges are as follows:

- **Funding** The need to make best use of resources when finances are under pressure
- **Engaging with families**, which may have complex needs and where multiple agencies are involved
- **Benchmarking services**, so that local variation adapts to local issues, but learns from good practice
- **Engaging with employers** Not only must the full range of public services be engaged to support the learner, right through from early years and throughout schools, but the outcomes of the education system must be meaningful in today's economy and society. The role of employers, set out in *Developing Scotland's Young Workforce* is key to enriching the learning experience available in our schools and can help young to make informed choices about their future.

Curriculum for Excellence

6.9. Similarly, as CfE continues to roll out its implementation, a number of factors have been identified which may require adapting as the system goes forward:

- The balance between **central support, and developing “agency” at all levels**, by teachers, school leaders and Local Authorities, creating the curriculum for local needs
- Specific implementation issues, including finding an appropriate level of **assessment**, agreeing where **knowledge** is vital for developing skill and competence by learners
- Ensuring a **coherent** pathway through a learner's whole school career
- Finally: do we have the correct **evaluation strategy** to tell us how CfE is doing?

Teaching and resources

6.10. *Teaching Scotland's Future* is a significant initiative designed to boost teacher capacity and leadership in the classroom and fulfil the founding principles of CfE. **Equipping teachers and school leaders** to meet the need of forming today's learners to meet tomorrow's challenges will be an ongoing issue.

Final Note

6.11. As a school system, we have been seeking to implement a wide and deep vision, which seeks to equip our learners to play their part in society. The very ambition of such an agenda means that it rests on the contribution of many people across the system, at all levels. The challenge today is to adapt that vision for different circumstances our learners find themselves in, while maintaining clarity of purpose, and aiming to improve at every level.

APPENDICES

Appendix 1: Evidence and initiatives supporting quality and equity

Qualitative Evidence:

Trends in Quality Indicators 5.3 for each sector can be found at:

<http://www.educationscotland.gov.uk/inspectionandreview/about/principles/quality/>. Trends in values for QI 5.3 provide evidence of improvements in how well the needs of children with additional support needs are met.

The report http://www.educationscotland.gov.uk/Images/QISE_tcm4-722667.pdf provides qualitative evidence in Success for all section on Page 7 on progress in each sector related to:

- identifying and tackling barriers to learning before they become entrenched;
- finding new ways to meet the needs of the increasingly diverse population of learners, including newcomers to Scotland for whom English is an additional language; and
- Personalising learning and support to take account of individual needs, choices and circumstances while relentlessly reinforcing high expectations.

The remainder of document provides evidence of the quality of meeting learning needs in pre-school through to post-16, CLD and colleges.

Count us In: Success for All (2009)

http://www.educationscotland.gov.uk/Images/CountUsInSuccessforAll_tcm4-715835.pdf

This report sets out the equity agenda, and provides advice and guidance together with examples of good practice in inclusive education addressing quality and equity. It references the 2007 OECD report and progress towards addressing priorities in it.

Out of Site, Out of Mind? (2010)

http://www.educationscotland.gov.uk/Images/oosoom_tcm4-712925.pdf

This report provides an overview of provision for children and young people with behavioural needs in Local Authority bases and special schools, with examples of emerging good practice. This remains an area of challenge for schools.

Review of the Additional Support for Learning Act: *Adding Benefits for Learners*. A report by HMIE to Scottish Ministers (2010)

https://www.educationscotland.gov.uk/Images/raslaabl_tcm4-638553.pdf

This report updates aspects of the HMIE report above and considers how the Act is now working for children and young people with additional support needs relating to: being looked after; being a young carer; having mental health disorders and having sensory impairments. It also makes recommendations aimed at securing better learning outcomes for these children and young people. It reports that: EAS know who pupils with Additional Support Need are, census data is improving, there are increasing numbers of pupils with Additional Support Need through better identification and as a result outcomes are improving.

Count Us In: Mind over Matter - Promoting and Supporting Mental and Emotional Wellbeing (2011)

http://www.educationscotland.gov.uk/publications/c/publication_tcm4654265.asp

This resource gives the professional view of HMIE on the strengths and best practice in implementing inclusion and equality across education in Scotland, and sets out what needs to be done now to improve.

Behaviour in Scottish School Report (2012)

<http://www.scotland.gov.uk/Resource/0040/00403817.pdf>

This national study builds on previous research carried out in 2009 and 2006. The overall aim of the research was to provide a clear and robust picture of behaviour in publicly funded mainstream schools and of current policy and practice in relation to managing behaviour. **Aspects of behaviour that are still challenging** include:

- Staff in case study schools and Local Authority representatives expressed concern about the small, but felt to be increasing, number of children entering primary school with complex difficulties, including nurture and attachment issues.
- In both the primary and secondary sectors, there was concern about a perceived increase in the incidence of severe mental health issues, Attention Deficit Hyperactivity Disorder (ADHD) and autistic spectrum disorders. Staff found the behaviour of these pupils to be particularly challenging.

Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament (2012)

<http://www.scotland.gov.uk/Resource/0044/00448013.pdf>

The report shows that, broadly, children and young people's learning needs, including their additional support needs, are well provided for in Scotland's learning establishments. However, it notes that for those with 'hidden' additional support needs, for example those **children and young people who are looked after, who have mental health difficulties and those who are young carers**, more needs to be done. In addition, there is a need to further consider practice in relation to transition, and there is a need to share practice in order to support more consistency in the identification of, and provision for additional support needs.

Implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament (2013)

<http://www.scotland.gov.uk/Publications/2014/04/3050>

This is the third of five reports, and is the middle point in this process. Consequently, this report looks back at implementation since the first report, sets out the picture of implementation in the last year, and focuses on **transitional arrangements** in line with the themed approach taken to these reports. This information will be set in the context of wider developments in additional support for learning and inclusion both in the UK and Europe.

The Ministerial reports evidence narrowing of the gap for learners with additional support needs e.g. the 2012/13 report page 29 and Annex A tariff scores and spread across qualifications, together with positive destinations statistics, provide positive improvement both in absolute terms and over time.

The **Additional Support for Learning Act** and the new **Children and Young People Act** together provide the framework for the provision for support in Scotland. The Additional Support for Learning Act is key to ensuring children and young people make the most of the educational opportunities available to them. The Children and Young people Act will help to deliver **our ambition** for greater support for children and families with a strong emphasis on **early intervention and prevention** and provides a legal basis for many aspects of the **GIRFEC** approach, placing duties on public services.

Outline guidance on the GIRFEC aspects of the Children and Young People Act, part 4 (Named person), Part 5 (Child's Plan) and Part 18 (Wellbeing) is now available for information:

<http://www.scotland.gov.uk/Publications/2014/04/5745>

<http://www.scotland.gov.uk/Resource/0044/00448228.pdf>

Recognising and Realising Children's Rights

<http://www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp>

Children's Rights and entitlements are at the heart of **CfE**, which places learners at the centre and has a strong emphasis on Health and Well Being provision for universal and targeted support and

promoting approaches to ensuring children and young people are included, engaged and involved in their learning.

Getting it right for every child: Where are we now? (2013)

http://www.educationscotland.gov.uk/Images/GIRFEC%20FINAL%202024-10-12_tcm4-735258.pdf

This publication reports on the readiness of the education system to fully implement GIRFEC. Linked to the *Out of Site, Out of Mind* (2011) findings, it reports that if we hold onto our children and young people for longer if agencies and partners work together.

Support for GIRFEC implementation

Evaluating Wellbeing

The new self-evaluation tool developed by Scottish Government and Education Scotland is designed to fit within the overall evaluative framework used within educational establishments. It can be used at whole school, departmental or stage level to gauge how well GIRFEC approaches are improving outcomes for all children. There is an expectation that, where educational establishments have been involved in the Education Scotland GIRFEC task, they will include the use of this tool in their suite of evidence for self-evaluation. The resource is available from:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/resources/practical-tools/self-evaluation>

The GIRFEC web-site contains a number of resources that can be used by establishments to support the implementation of GIRFEC and develop the shared understanding and language for example the snail game available from: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/resources/snail-game/cleeves-primary-school>

The Doran Review (2012)

<http://www.scotland.gov.uk/Topics/Education/DoranReview>

This strategic review of learning provision for children and young people with complex additional support needs was commissioned in 2010 by the Cabinet Secretary for Education and Lifelong Learning. Peter Doran was appointed to undertake the review, and work began in October 2012. The final Doran Review report *The Right Help at the right time and right place*, published in November 2012, provides a set of recommendations aimed at providing better outcomes and experiences for children and young people with complex additional support needs.

Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland

http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp

The promotion of diversity and equality is an important aspiration of CfE. This publication aims to support schools and centres in promoting diversity and equality through all aspects of planned learning.

Making Sense: Education for Children and Young People with Dyslexia in Scotland (2014)

http://www.educationscotland.gov.uk/resources/m/genericresource_tcm4829766.asp

This Education Scotland report covers the experiences of learners in primary, secondary and special schools. It also looks into the provision made by Local Authorities, and at the programmes of Initial Teacher Education currently offered by universities in Scotland. The findings indicate that primary, secondary and special schools are generally making good provision for children and young people with additional support needs, including dyslexia, but this needs to be more consistent. It sets out a number of recommendations for further improvement.

The Scottish Government's response to the report *Making Sense: Education for Children and Young People with Dyslexia in Scotland*

<http://www.scotland.gov.uk/Publications/2014/06/2282>

This document sets out the Scottish Government's response to *Making Sense: Education for Children and Young People with Dyslexia in Scotland*. The Dyslexia report makes 5 recommendations and this response sets out the position regarding each of these.

Appendix 2: Resources (containing advice, guidance and examples of good practice)

SQA National 1 and 2 qualifications

<http://www.sqa.org.uk/sqa/65697.html>

National 1 and 2 qualifications are designed for candidates that require additional support for learning. The qualifications at National 1 and 2 level provide opportunities for learning and certification for candidates with a range of learning needs.

[Building our curriculum self-help group report 3 supporting learners \(2013\)](#)

The resource provides information on the planning and implementation of (personal) support within CfE. It examines the key aspects of support, considering exemplification of these areas and addressing the “how” and “with what” questions related to support by considering structures and timetabling issues which facilitate the effective provision of support.

Supporting learners – Self-reflection resource 2011

<http://www.educationscotland.gov.uk/supportinglearners/whatisupport/selfreflectionresource/index.asp>

This resource supports implementation of the Supporting Learners national framework. It draws together the key themes of the entitlement to support within CfE.

Children and young people from service families’ resource

http://www.educationscotland.gov.uk/resources/s/genericresource_tcm4838849.asp?strReferringChannel=supportinglearners&strReferringPageID=tcm:4-686442-64&class=13+d148855

This professional learning resource aims to improve the capacity of practitioners in Scottish schools and centres to respond to the needs of children and young people from Service Families. It provides evidence from inspection of successful approaches, instances of good practice and reflective questions. The aim is to ensure that all children and young people, including those in Service Families, gain the capacities and make progress in their wellbeing.

Supporting Learners: Children Too Ill to Attend School: A Conversation

http://www.educationscotland.gov.uk/resources/s/genericresource_tcm4827442.asp

This resource draws together discussions from conversation held at Education Scotland with inspection evidence, some case studies and a range of resources relevant for those working in this area.

CfE Briefing 5: Personalising Learning (for all) (2012)

http://www.educationscotland.gov.uk/Images/CfEBriefing5_tcm4-741643.pdf

The paper explores the entitlement to personal support as the means of ensuring personalisation.

CfE Briefing 13: Planning for Learning part 3 - Individualised educational programmes (IEPs)

http://www.educationscotland.gov.uk/Images/CfEbriefing13_tcm4-809982.pdf

An IEP is a non-statutory document used to plan specific aspects of education for learners who need some or all of their curriculum to be individualised. This CfE briefing about IEPs is the third in a series about effective planning for learning.



Scottish Qualifications Authority: report for the OECD evaluation of Curriculum for Excellence

This report is provided by SQA to Scottish Government. Its purpose is to inform a Scottish Government background report to OECD in preparation for their evaluation of Curriculum for Excellence. A summary is followed by more detailed information. A list of references and web-links to supporting documentation is also provided.

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1 Background and synopsis

The Scottish Qualifications Authority (SQA) is the national non-departmental public body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees. SQA is the main awarding body in Scotland for qualifications offered in Scottish state secondary schools.

Over the last 10 years, SQA has been working with national partners within the Scottish system, namely the Scottish Government and Education Scotland, and local partners, namely Local Authorities, to manage and implement Curriculum for Excellence (CfE), which is a major programme to transform Scottish Education.

CfE aims to achieve a transformation in education in Scotland by providing a single, coherent, flexible and enriched curriculum, assessment and qualifications system.

It emerges from the National Debate on education in Scotland in 2002. It is described in *Curriculum for Excellence: the report of the Curriculum Review Group* in 2004* and was taken forward through the 2008 Scottish Government Consultation on *The Next Generation of National Qualifications*.*

Reports by the OECD, *Quality and Equity of Schooling in Scotland* (2007)*, and HMIE, *Improving Scottish education, in 2009**, confirmed the case for change.

A key purpose of the new CfE is embodied in the four capacities. These are that all children and young people should be **successful learners, confident individuals, responsible citizens and effective contributors**, in society and at work.

CfE covers a continuum of learning, assessment and qualifications from 3-18 years. It provides a Broad General Education for learners from the age of 3–15 years, followed by a more subject-specific focus when they enter the Senior Phase of secondary education, usually 15–18 years.

SQA's specific role in CfE is to develop the qualifications that learners will undertake in the Senior Phase of their secondary school education and to manage the assessment, quality assurance and certification of these qualifications. Assessment must be appropriate, fit for purpose and it should also reflect and support learning and teaching. It should be meaningful for learners and provide opportunities for personalisation and choice. There should be more opportunities for practitioners to use their professional judgement.

The qualifications developed to support CfE must meet the 21st century needs of Scotland and Scottish learners, and equip learners to take their place in a modern society and economy. They must allow learners to develop the skills for learning, life and work that they will need to be able to realise personal ambition and compete in the context of global demographic change, in national and international job markets and play a full role in the economy and society.

New National Qualifications build on qualifications developed over the past four decades in Scotland. This has led to greater democratisation of the system and moved us towards greater inclusion, social justice and equity. It also addresses a consistent demographic trend of rising staying-on-rates in post-compulsory education and a consequent demand for a much wider range of qualifications.

* Scottish Executive Education Department (2004), *A Curriculum for Excellence: the curriculum review group*

* Scottish Government (2008), *Ministerial Statement on consultation for future arrangements of National Qualifications*

* Organisation for Economic Development (OECD) (2007), *Quality and Equity of Schooling in Scotland*

* HM Inspectorate of Education (Scotland) (2009), *Improving Scottish education : a report by HMIE on inspection and review 2005-2008*

The new National Qualifications are therefore very much a product of their culture and of an iterative approach to change in Scotland, which reflects its people, economy and social fabric. There have been no large and sudden, knee-jerk changes in qualifications. There has instead been steady, democratic progress based on social values; the same kinds of changes and values which underpin our health and other social services.

Additionally, in the 1960s in Scotland only around 5% of school leavers went to university, now, as recognised in the 2007 OECD review, almost 50% are going into some form of higher education. At the same time, SQA has a wide portfolio of other qualifications to cater for learners who wish to progress into further education, employment and training, ranging from National 1 to doctorate level — Scottish Credit and Qualifications Framework (SCQF) level 1 to SCQF level 12 — EQF level 8. The aim is to offer a qualification for everyone ‘at their level’ — supporting the economy and social change.

This process was continued with the new National Qualifications which were introduced from 2013–14 onwards, with 10 years between initial inception and first certification. This was a sustained, evidence-based direction of travel which was effected through an open and transparent process involving schools, colleges, universities, practitioners, education managers, parents, learners, disability groups and employers, with extensive research, engagement and consultation over the same period of time.

The challenges of the world that young people are emerging into and how prepared they are for their next steps in life were very much the focus. While knowledge is still important, there is a greater emphasis on skills development inside breadth, depth and application. While recognising that the half-life of knowledge is shortening, there was a redressing of the balance between knowledge, understanding and skills, with a greater focus on subject-specific skills and generic skills, like higher order thinking skills — skills for learning, life and work.

A further important focus is fitness for purpose in assessment, which is reflected by a broadening out of assessment approaches. This is illustrated by a further move away from examination by question paper and tests to assessment which reflects teaching and learning approaches. In the new National Qualifications there has been a major shift to assessment in schools, albeit externally marked or quality assured by SQA, at a time when other parts of the UK have moved in the other direction. This is a reflection of the trust placed in the teaching profession in Scotland supported by the new standard of registration developed by the General Teaching Council Scotland (GTCS).

The new National Qualifications have a key role to play in helping to deliver the values, purposes and principles of CfE. They have been designed to help raise attainment, improve assessment validity and support rather than drive learning and teaching. Across the curriculum, new qualifications deliver key features of CfE like personalisation, flexibility and choice.

It has been seen as equally important to focus on the kind of young people we want to develop as to focus on what they know. We want learners to have strong subject knowledge but we also want them to develop the four capacities (becoming successful learners, confident individuals, responsible citizens and effective contributors) in order to support a society that is fair and socially just. We think this can be done in large part through the curriculum and our qualifications system.

The new qualifications address a number of areas of concern in the previous system, by reducing the number of qualifications at the same SCQF level; by providing qualifications to ensure that everyone is prepared for the world of work and further study; and by giving teachers more involvement in assessment and quality assurance of assessment within the school or college.

Other aims included, closing the attainment gap, reducing the under-achievement of learners from poorer socio-economic groups and building a stronger platform across learning. In part this is being taken forward through an emphasis on literacy and numeracy and through the introduction of new

qualifications in literacy and numeracy. The aim is, thereby, to unlock learning in other subjects, as well as recognising the changing nature of the school population and improving the different qualification pathways needed to engage the full range of learners – improving positive destinations for all young people post-school.

Further development has included more emphasis on broader achievement through qualifications, such as the need to provide evidence of the development of young people with a rounded skill set and value base. This builds on to the primary year 7 (P7) profile, the secondary school year 3 (S3) profile and the newly introduced Senior Bench Marking Tool (Insight) which uses a wider set of measures than its predecessor, Standard Tables and Charts (STACs).

The new measures are: improving post school participation, improving attainment in literacy and numeracy, improving attainment for all and tackling disadvantage by considering how we can close the gap in attainment within the different parts of the pupil population. This is in recognition of the fact that while initial subject-based qualifications may get young people an interview, universities and employers are also interested in the ability to engage and communicate, and in interpersonal, team-working and problem-solving skills.

These skills have in themselves become new ways of differentiating and selecting. In part this has been achieved by the strengthening of approaches to synoptic assessment which require the application of learning in more complex and less familiar circumstances and contexts rather than the repetition of ‘content’ and in part by providing new Awards which support Health and Wellbeing, personal development and employability skills. This is of course in line with the direction of travel for the curriculum, qualifications and assessment from age 3 to 18, with qualifications building directly on the earlier curriculum.

The open and transparent development programme was supported by online publication of draft documents so that practitioners and education managers could comment on the design and assessment proposed. They were further supported by a significant Continuing Professional Development (CPD) programme including, for example, over 48,000 subject based CPD days.

2 Introduction

This background report focuses on the design, assessment and implementation of a new qualifications system in Scotland to meet the 21st century needs of learners, learning institutions, employers and society in general.

The report covers specifically, the aims and intentions underpinning the new qualifications system and the challenges in transforming it to make it suitable for a modern, 21st century world. It reviews in particular the challenges associated with assessment. It also covers approaches to assessing subject-specific skills and skills for learning, life and work, including generic and personal skills.

It considers the above in the context of the qualifications developed to support the CfE programme in Scotland. These qualifications are taken by learners when they enter the Senior Phase of secondary education in Scotland, usually 15-18 years of age.

3 The new qualifications developed to support Curriculum for Excellence

The vision for CfE is:

...to achieve transformational change in Scottish education. This change will provide better attainment, attendance and improved outcomes for all our children and young people including those who are not currently achieving their potential and those who need to be

*challenged more. We will also place a greater emphasis on developing and recognising young peoples' literacy and numeracy skills.**

The origins of CfE lie within the National Debate in Education in Scotland (2002). The responses to this suggested the need for a revised curriculum and qualifications framework for Scottish learners from 3-18 years. The National Debate was followed by a series of publications on the nature of the curriculum and the principles of curriculum design. These principles are identified in the document *A Curriculum for Excellence – the Curriculum Review Group* (Scottish Executive Education Department, 2004) as:

- **Challenge and enjoyment** – learners of all aptitudes and abilities should have the opportunity to experience an appropriate level of challenge so that they can achieve their full potential.
- **Breadth** – learners should develop through a variety of contexts relating to their formal and informal education.
- **Progression** – learners should be able to progress at a rate which meets their needs and aptitudes; progression structures should allow them to keep options open so that progression opportunities are not closed off too early.
- **Depth** – as learners progress, they should be able to develop and apply more intellectual rigour to the application of their skills, knowledge and understanding.
- **Personalisation and choice** – learners should have increasing opportunities for exercising responsible personal choice as they progress through school. There should be safeguards to ensure that choices are soundly based and have the potential to lead to successful outcomes.
- **Coherence** – learning experiences should have coherence with clear links between the different aspects of learning.
- **Relevance** – learners should understand the purposes of their activities and see the value of what they are learning and its relevance to their lives, present and future.

The Curriculum Review Group also stated the overall, longer-term aspiration of CfE, which is to enable all learners to develop their capacities as *successful learners, confident individuals, responsible citizens* and *effective contributors* to society.

The principles were important in providing a sound basis for the curriculum to be followed by learners in all stages of schooling in Scotland. They also provided a background for the development of the *Design Principles for National Courses* which were developed after significant engagement and consultation and given final approval in January 2010.* The *Design Principles for National Courses* are covered in more detail in section 5 *Principles of the design and assessment of the new qualifications*.

4 Consultation and engagement

There were three substantial pieces of work that influenced the structure, design and assessment of the new qualifications. These were:

1. Research and engagement carried out by the SQA Assessment and Qualifications Task Group and its Working Groups in 2007-2008 on qualification structure, assessment, quality assurance and nomenclature.
2. Research on the Consultation on the Next Generation of National Qualifications in Scotland in 2008.
3. Engagement on Policy Issues Relating to the Design, Assessment and Quality Assurance of National 4 and National 5 Courses 2007- 2010.

* Scottish Executive Education Department (2004), *A Curriculum for Excellence: the curriculum review group*

* Scottish Qualifications Authority (2010), *Design Principles for National Courses*

Each of the above provided valuable intelligence on the structure of the new qualifications and their assessment, as well as other aspects such as how they should be quality assured.

In addition to the above consultation and engagement, further information was available when the OECD published a report in 2007 on school education in Scotland.* The OECD's Education and Policy Committee recognised that in the Scottish education system, there is:

- flexibility in the system
- one of the most equitable schools systems in the OECD
- consistent high performance in the programme for international student assessment (PISA)
- quality supporting materials to help teachers deliver much of the curriculum
- quality in the teaching profession

However, the report also commented on the challenges that Scotland faces:

- an achievement gap that opens up between late primary and early secondary
- the need to address under achievement of those from poorer communities and low socio-economic status
- the need to build a stronger platform of basic education
- improving staying on rates in school
- improving positive destinations for all
- the need to achieve broader and more successful participation in the upper secondary school

The above points were taken into consideration when designing the new qualifications framework.

5 Principles of the design and assessment of the new qualifications

Principles of qualification design

An analysis of the reports from the consultation and engagement and other feedback from stakeholders, for example, feedback received at conferences, seminars and workshops, also provided more specific information about the desirable aims of the new qualifications system and high level principles for the design of qualifications. For example, qualifications should be easy to understand and should provide:

- breadth of learning
- seamless transition from prior learning gained in earlier years of secondary education
- clear and smooth progression
- coherence and inclusion and be easy to understand
- more time for meaningful learning and less time spent on assessment for certification
- more focus on skills development
- an assessment system which supports, motivates and challenges learners
- more scope for personalisation and choice
- high standards, credibility and relevance

* Organisation for Economic Development (OECD) (2007), Quality and Equity of Schooling in Scotland

Design principles for National Courses

All of this information provided the basis for the 18 Design Principles, which govern the structure, design and assessment of the new National Courses and their component Units.

For example, in relation to the design of the new National Courses and Units:

- Knowledge and understanding should continue to be feature of the new Courses and Units but there should also be an emphasis on skills (including the application of knowledge and understanding).
- National Courses should continue to have Units (normally 3) as assessable components.
- Where appropriate, National Courses should be graded.
- Units should continue to be ungraded and internally assessed by centres.
- To achieve a National Course, learners would have to pass all of the Units in the Course and the external Course assessment where applicable; however, Units do not contribute to the final grade for the Course.
- New National Courses and Units should provide opportunities for skills for learning, life and work to be developed.
- Above all, the new National Courses and Units should reflect a new style of learning, putting the learner at the centre and placing an emphasis on skills, including the application of knowledge and understanding.

In relation to the assessment of the new National Courses and Units:

- National Courses should continue to be externally assessed by SQA and graded where appropriate.
- Assessment of the new National Courses and Units should be fit for purpose for the subject and level, and support the learning and teaching approaches.
- There should be less prescription in the assessment of Units, allowing teachers* more opportunities to exercise their professional experience in Unit assessment. For example, teachers should have more flexibility to determine the most appropriate methods of assessment for individual learners.
- Assessment should provide personalisation and choice for learners.
- Units and coursework assessed components of external Course assessment should be quality assured by SQA.
- Above all, assessment should be flexible where appropriate, fit for purpose, and place the learner at the centre of the process.

Equality and inclusion

An important design principle related to the need to design qualifications which are, as far as possible, accessible to all learners in order to meet SQA's statutory obligations under current equality and inclusion legislation:

National Courses should take into consideration the needs of all learners, and should be designed to be as accessible as possible to learners who will achieve in different ways and at a different pace.

Thus, new National Courses had to be developed with full consideration given to ensuring that there were no unnecessary barriers to access for learners.

* Teachers is the term used in this paper to refer to teachers in secondary schools and lecturers in further education colleges.

Scope of development work

The qualifications developed to support the CfE programme included groups of new National Courses and their Units, flexible Awards and vocationally related courses called Skills for Work Courses which are relevant to employment and include employability skills. This paper deals primarily with National Courses and their component Units.

Over the period 2009–2014, approximately 266 National Courses were developed or revised for levels 2 to 6 of the SCQF* and over 600 National Units within the 266 National Courses. In addition, approximately 100 free-standing National Units were developed to meet the complex and diverse needs of learners at levels 1 and 2 of the SCQF to provide further opportunities for these learners to achieve qualifications.

6 Assessment overview

The role of assessment in the new qualifications — *assessing subject-specific skills*

The new National Courses and Units have more of a focus on skills and their application, along with knowledge and understanding. This includes subject-specific skills and skills for learning, life and work in general.

Assessment has a central role to play in the new qualifications. In itself the shift to almost universal use of graded coursework — i.e. assessment undertaken in the school which contribute to the final mark and grade — signals significant change in terms of validity of assessment.

Assessment in the new Qualifications has been designed to be appropriate to the subject and level and to allow a wide range of approaches which benefits both teachers and learners. Assessment is designed to support learning and teaching approaches and not drive them.

As stated above, the new National Courses and Units have more of a focus on skills and their application, along with knowledge and understanding. Therefore the assessment methods reflect this new emphasis. This raises new challenges for assessment. An extended range of assessment methods and technologies is an important feature of the new Courses and Units and is encouraged, particularly for Unit assessment. This is a significantly different approach where we are exemplifying approaches to assessment rather than prescribing particular assessments. This helps to ensure that assessment is fit for purpose and can provide personalisation and choice for learners.

However, it also means that in Course assessment, as opposed to Unit assessment, where the assessment must cover skills and the application of knowledge and understanding, there should be an appropriate balance between traditional examinations and coursework (e.g. assignments, portfolios, practical activities, performance activities). So, for many subjects there can be a need for more than one assessment component — for example, a question paper and a form of coursework.

In the new National Courses and Units, assessment builds on existing strengths and expertise relating to standards, reliability and validity. It is also designed to support teacher professionalism and continuous professional development as well as sharing of standards. It must promote breadth and depth of understanding, motivate and challenge learners, and ensure a smooth progression from one level of qualification to the next.

Key features of assessment

The key features of assessment in the new National Courses and Units are described in more detail below.

* The SCQF is Scotland's unified credit and qualifications framework. The framework has 12 levels. The new National Qualifications to support Curriculum for Excellence cover levels 1-7 of the SCQF. The SCQF diagram is provided as an Annex.

National Courses

In order for assessment to be fit for purpose and reflect the skills-based approaches of many National Courses as well as essential knowledge and understanding where appropriate, Course assessment is normally based on a question paper component and a coursework component. The assessment methods used to assess different forms of coursework are — assignments, case studies, performance, portfolio, practical activities and projects. Although these methods have already been a feature of Course assessment for some years, there is a greater use of them in the new National Courses, normally in addition to a question paper, where appropriate. The final grade for the National Course is based on a combination of the mark for the question paper and the mark for the coursework component, weighted as appropriate.

Learners' completed question papers are externally marked by SQA and a significant amount of coursework assessment is also externally marked by SQA. (The remainder is marked in centres and quality assured by SQA.) External marking by SQA is a process that is highly valued by teachers, learners, employers, higher education and society in general, and maintains public confidence in the system.

However, not all National Courses have Course assessment that is marked by SQA. For example, National Courses at lower levels of the qualifications framework do not have external Course assessment.

For these National Courses, the award of the Course is based on achieving the Units in the Course and the Units are marked by teachers, in compliance with guidance and assessment support provided by SQA. At National 4, learners must pass all the Units in the Course, including an Added Value Unit.

For the Added Value Unit, learners do an Added Value Unit assessment that is marked internally by teachers on a pass/fail basis. The National 4 Added Value Unit, unlike other Units, performs a similar function as Course assessment at National 5 and above and provides the basis for assessing the National 4 Course. For all Units SQA quality assures this marking through a rigorous national quality assurance system to ensure that national standards are being met. These National Courses are ungraded as this is considered to be a more suitable approach for learners at the lower levels of the qualifications framework who can find formal examinations a barrier to achievement.

Units

As stated above, Units are assessed by teachers in schools and lecturers in colleges*. This is sometimes referred to as *internal assessment* as they are assessed internally in centres. They are Outcome-based and awarded on a pass/fail basis and they do not contribute to the overall grade for the Course but are required in order to achieve a National Course. There is a long history of teacher assessment in Scotland — SQA qualifications such as Higher National Certificates and Higher National Diplomas, which are normally offered in colleges, have been assessed by lecturers in colleges and quality assured by SQA for many years and these have high credibility in Scotland, the UK and internationally.

In the new qualifications, Unit assessment has been designed to provide the flexibility to ensure that the approaches used are fit for purpose for the subject and level and to support learning and teaching. It has also been designed to give teachers the discretion to determine the most appropriate methods of assessment for individual learners. This enables teachers to make use of their professional expertise and judgement, and knowledge of their learners in deciding whether or not evidence from learners meets the standards in the Unit Specification. Teachers can also develop their own assessments and these can be submitted to SQA for prior approval before use.

* Although the new National Courses and Units are offered mainly in schools, they can also be offered in colleges.

Support for assessment

As with any new system, support for implementation is of critical importance. For Course assessment, SQA provides quality assured assessment materials and exemplars to support the assessment of the new National Courses. This support includes specimen question papers and general assessment information for coursework which are published on SQA's website. Some assessment materials for example, coursework tasks which will be used for Course assessment are published on a secure area of SQA's website.

For Unit assessment, SQA has produced Unit assessment support packs which are designed to be open and flexible and to supporting learning and assessment that will motivate and challenge learners. These illustrate different approaches to Unit assessment, for example, a Unit-by-Unit approach, a Portfolio approach to gathering evidence and a combined assessment approach. Unit assessment support packs can be used as published to assess learners, or they can be adapted to suit learning and teaching requirements or they can be used as a basis for developing other assessments.

7 Quality assurance of internal assessment

New quality assurance arrangements were introduced for the internal assessment of the new National Courses and Units. These allowed for a combination of sharing knowledge of standards, and external verification activities. External verification is a process which aims to ensure that teacher assessment is consistent with national standards. It is also about promoting teacher professionalism and stakeholder trust in the system. The aims of the quality assurance arrangements are to:

- set and maintain national standards
- ensure continued credibility of the new National Courses and Units
- facilitate the partnership approach of Curriculum for Excellence
- support sharing of knowledge and understanding of national standards
- sharing good practice in assessment
- support flexible delivery of the new National Courses and Units

Quality assurance is based on a blend of approaches to externally verify the internal assessment of the new qualifications, including:

- **Prior Verification:** SQA checks and approves assessments developed by centres or changes to SQA support materials. This free service gives centres additional confidence that their proposed assessments are fit for purpose and meet national standards.
- National or local area central verification of subject based learner assessment evidence.
- Visiting verification activities for subjects where some or all of the learner assessment evidence must be observed 'in situ'.
- Mobilisation of around 2000 practising teachers nominated by Local Authorities, the Independent sector and colleges. These 'nominees' are trained by SQA and are led by Principal Verifiers employed by SQA, again drawn from practitioners. Nominees are deployed to carry out external verification - as described in the previous two bullet points – and to provide local subject based advice and CPD on understanding Standards. This is year 1 of a 3 year programme of support.
- Understanding Standards events are CPD events which are led by SQA for subject teachers who are not involved in the nominee process. This programme of work also includes the publication of learner exemplification material with commentaries to illustrate the standards and approaches to assessment. This is year 1 of a 3 year process.

Each year, verification events and visits take place during a managed rolling programme of activity.

SQA external verifiers ‘nominees’ are nominated by Local Authorities, independent schools and colleges. They are grouped into subject-specific teams, and undertake induction and training provided by SQA.

In addition to external verification teams, there are appointee teams who develop, mark and quality assure question papers and coursework for National Courses.

8 Assessing skills for learning, life and work

A requirement of the Design Principles was that the new National Courses and Units should support the development of generic skills as well as subject-specific skills.

These generic skills sit alongside the subject-based skills, knowledge, and understanding. They are derived from *Building the Curriculum 4* and cover five broad areas:

- Literacy — reading; writing; listening and talking
- Numeracy — number processes; money, time and measurement; information handling
- Health and Wellbeing — personal learning; emotional wellbeing; physical wellbeing; planning for, and making, choices and changes; relationships
- Employability, enterprise and citizenship — employability; ICT; working with others; enterprise; leadership; citizenship
- Thinking skills — remembering; understanding; applying; analysing and evaluating; creating

The aim of skills for learning, life and work is to improve the skill sets of learners, to better prepare them for life and work in the 21st century. The new National Courses and Units have been designed so that skills for learning, life and work which are appropriate for the Course may develop naturally through learning and teaching activities. Guidance on approaches to this is provided in Course and Unit support materials.

Skills for learning, life and work are not assessed or certificated by SQA. (However, please see the section on Literacy and Numeracy below). The development of these skills is extremely important and is the responsibility of all teachers and the learners themselves. Many of the opportunities to develop the skills are naturally occurring, through learning and teaching activities. Where appropriate, Core Skills are embedded and automatically certificated in some new National Courses and Units.

Each new National Course and Unit highlights which of these skills are expected to be developed during the delivery of the qualification, and support materials give advice and guidance to teachers on how these skills could be developed.

It is important to remember that the skills for learning, life and work may include higher order skills that are intellectually challenging such as critical thinking skills, research and investigation skills and techniques, analytical skills and independent study skills.

It is envisaged that teachers in centres, working with their learners, will assist learners to develop the skills for learning, life and work through doing their National Courses, Units and Awards. This will make them more meaningful for learners and they will understand not only which skills they have developed but also how they were developed. Teachers in centres have the autonomy to decide how these skills will be monitored, assessed and recognised.

Literacy and Numeracy

Like many other countries, Scotland is giving special attention to skills in *literacy* and *numeracy* as they are often the key to unlocking other knowledge, understanding and skills, as well as being used for national and international benchmarking purposes. The development of literacy and numeracy

skills is an essential feature of the new qualifications system and the 3–18 curriculum as a whole. It is the responsibility of everyone involved in the system to ensure that these skills are developed.

Literacy and numeracy skills are expected to be developed within all National Courses, Units and Awards, and how this takes place will vary from subject to subject, depending on the context/subject area.

However, in addition, there are new National Literacy and Numeracy Units which form a mandatory part of some of the English and Gaidhlig Courses*. National Numeracy Units form a mandatory part of some Mathematics and Lifeskills Mathematics Courses.

National Literacy and Numeracy Units may also be done on an individual basis by learners including adult learners. These Units are assessed by their centres and quality assured on a national basis by SQA, and learners receive recognition for achieving the Units on their *Scottish Qualifications Certificate**. Many other skills for learning, life and work such as employability skills, ICT and personal skills are also available as free-standing Units which can be certificated.

9 Commentary on the first year of implementation

Learners entered for the new National Courses completed them in May-June 2014 and they received certificates to recognise their achievement in early August 2014. The first year of Course assessment for the new qualifications was successful and showed healthy pass rates in the new qualifications for all subjects.

There were many examples of good practice in the delivery and assessment of the new qualifications and evidence that the principles of CfE, as embedded in the design and assessment of the new qualifications, were being embraced and supported by the teaching profession. There were also some issues that arose and these are outlined below.

Dealing with the first year of implementation has been a very major challenge for all involved in Scottish education. As we know, different people embrace change in different ways and at different paces. National education agencies will continue to work with teachers, schools and Local Authorities to support and encourage the bedding in of the new qualifications to support CfE.

In light of the major challenge of the first year of implementation, the then Education Secretary, Michael Russell, set up a working group – Working Group on the First Year of the New National Qualifications. This chaired by Ken Muir, of GTCS, who is also a member of the CfE Management Board. The group had representatives of national agencies, professional associations, parental bodies and Local Authorities. The main issues identified were in the following areas:

Assessment

A critical part of the new qualifications is the assessment system which underpins them and, not surprisingly, this is an area where significant comment emerged. Many teachers and learners expressed concerns about the amount of assessment required when the need to assess both Courses and the Units, which are components of Courses, is taken into account. The level and operation of the verification procedures, intended to provide assurance that standards were being understood and applied appropriately in the first year, proved challenging for many in practice – although many also found the feedback from verification to be very helpful - and processes have been adjusted (see below).

* Gaidhlig is the Scottish heritage language.

* The Scottish Qualifications Certificate is a formal document issued by SQA to recognise a learner's achievement.

Although assessment support materials and exemplification were produced for Courses and Units, the approach to those developed for Units was to produce assessment materials which were for guidance and allowed teachers the flexibility to adjust the assessments to align with their own learning and teaching approaches and select assessment methods which they deemed most appropriate for their learners. This move towards providing less prescription and more targeted guidance, allowing teachers to use to a greater extent, their professional skills and expertise, was not universally welcomed, with many teachers indicating that they would have preferred a bank of ‘off-the-shelf’ Unit assessments which they could use as published. This was a significant area of change for teachers and one where all the national and local partners will continue to work with them.

Added to this is the greater use of coursework as a component in the assessment of Courses. Although this was not a new feature of Course assessment, as many Courses had coursework in the past, the emphasis on ‘skills’ in the new qualifications resulted in most new Courses having a coursework component, normally in addition to an externally set and marked examination, to ensure that the Course assessment aligned with learning and teaching and was fit for purpose. Although for many subjects, most coursework is externally assessed by SQA, there is still a significant pressure on teachers and learners on the planning and support required for, e.g. projects and assignments. On the other hand, engagement carried out with a sample of the first cohort of learners, indicated that learners valued coursework as once they had completed this, it counted towards the final Course assessment and grade for the Course. SQA will continue to monitor and evaluate this and other aspects of the new Courses, as described in Section 10 of this report.

There is also still a prevalent view in society that, in general, external examinations are the best and most rigorous way to assess — even where the competences being assessed are skills-based. There is still some distrust of the validity and reliability of qualifications such as Units and some coursework, which are internally assessed by centres and externally verified by SQA.

An appropriate illustration of this last point is the new National 4 Courses at SCQF level 4. Arguably, this is the level where most change has taken place in the new qualifications because National 4 Courses are now ungraded, internally assessed in centres and externally verified by SQA, replacing Courses which were mainly externally assessed by SQA in the past and graded.

All of the above contributed to the comments received about assessment. However, changing attitudes is something that must evolve over time with SQA and other national agencies working closely with teachers, schools and Local Authorities.

Further work will be required to evaluate all comments and feedback in order to obtain a clear picture of the issues which are a reflection of genuine problems.

A report outlining the issues and recommended action for national and local bodies was published and an action plan resulted from this to progress these actions.

Quality assurance

The introduction of the new qualifications with their more open and flexible assessment was accompanied by a new system of quality assurance that was built around partnerships. The approach adopted in the first year of implementation was to have a high level of external verification to ensure that each centre would be verified for each broad group of subjects it offered. In addition to ensuring that national standards were being maintained, another aim of external verification was to help build confidence in internal assessment and thereby to ensure credibility of the new qualifications.

SQA’s evaluation of the first two rounds of external verification events provided clear evidence across subjects of good progress towards a sound understanding of the national standards and good assessment practices for Unit assessment. As a result of this it was possible to reduce the amount of sampling for the third round of events.

Additional resources were also deployed during the first year of implementation to provide additional staff development for teachers in centres to build confidence and to provide further support for understanding standards.

As a result of intelligence gathered from the first year of implementing the new quality assurance system, SQA, for the future, will adopt a more targeted, risk-based approach to external verification that will include events on understanding standards as part of a three-year Understanding Standards Programme for all levels of the new qualifications.

Support and resources

It was important that teachers were adequately supported through the entire process of implementing the new qualifications. Support took several forms:

SQA support

- materials developed by SQA providing guidance and exemplification relating to delivery and assessment
- national implementation events organised by SQA for practitioners from schools, colleges and higher education — these were subject specific and there were also some events organised for generic issues, procedures and processes
- national events on understanding standards organised by SQA
- detailed feedback to individual centres on external verification events
- a dedicated SQA field team to work with centres and support them through the implementation process
- dedicated subject experts to deal with subject-specific queries on a face-to-face and online basis
- online courses in course and Unit assessment for teachers

Support from other agencies

- locally organised implementation events organised by Local Authorities
- support provided at local level from Local Authorities
- learning and teaching support for individual subjects and generic support from Education Scotland (National Partner organisation)
- financial support from Scottish Government

In addition to the more general assessment support provided by Education Scotland, extensive and sustained joint work between SQA and Education Scotland has been directed at ensuring a smooth transition between the Broad General Education and the Senior Phase of CfE. This has included: joint development of approaches to quality assurance 3 to 18, joint work on developing assessment evidence within the Broad General Education and new National Qualifications, and research on the use of prior attainment from the curriculum being acknowledged in the Senior Phase.

Although all of this support was welcomed, it has taken the experience of the first year of implementation to confirm how and where support should be targeted. It is clear from feedback that teachers would value more face-to-face discussions with other teachers and with SQA External Verifiers to share knowledge and expertise rather than, for example, obtaining information from the website or online training courses. Events are, therefore, being organised to allow teachers to share and discuss good practice in assessment and understanding standards.

It is also recognised that there is need for work at the local level to address the balance of time spent on learning, teaching and assessment and to encourage more of a focus on sharing assessment experience at local level between peers. This includes making use of naturally occurring learner evidence for qualification purposes and purposefully looking for opportunities to use learner evidence

for more than one purpose. Much of this will be addressed by the passage of time, as teachers internalise the standards, and as both local and national CPD is rolled out.

Embracing change

There is normally a natural inclination to continue to use known and familiar qualifications and assessments, and the systems and practices associated with them rather than to embrace change and push back the barriers. This cautious attitude to change, while prevalent during the first year of implementation among some stakeholders, possibly indicates the need to build teachers' confidence in assessment and provide more continuous professional development in assessment, subject knowledge and skills and understanding standards.

10 Initial Monitoring and evaluation

SQA has now started its initial 5-year programme of monitoring and evaluation of the design and implementation of the new National Qualifications. This will consider the effect that the design, assessment and implementation of the new National Courses and Units has had on skills development, attainment and life chances.

It will also explore a number of other aspects of implementation which have emerged from formative evaluation work carried out by SQA; this includes consideration of some aspects of the approach to quality assurance. This work will include commissioning research, gathering and analysis of data, engagement with internal and external stakeholders and the production of a number of annual reports, leading to a final and summative report for the project.

However, this is very much the initial phase of monitoring and evaluation. Given the evolutionary nature of CfE, schools have made initial decisions but it is anticipated they will continue to offer different qualifications and restructure their curriculum over time, potentially using more vocational qualifications. The programme needs space to breathe and evolve with practitioners having the flexibility to make decisions at a local level on what is best for their community.

Initial monitoring and evaluation will include:

Area of work	Description
Formative evaluative work	This involved taking into account feedback from an SQA internal workshop and other key feedback received during the first year of implementation. It is anticipated that similar work will be carried out following the 2014/15 diet and the 2015/16 diet to ensure relevant aspects are captured in plans.
Attainment	This will involve an analysis of attainment in new qualifications and current SCQF level 3, 4 and 5 attainment (as appropriate). It will identify trends in entries and attainment data for the new qualifications (number of subjects, age/stage, gender etc.) and establish measures for future year comparisons of attainment in the new qualifications. It is anticipated that this work will be carried out regularly in order to track attainment across sessions as different levels are implemented and new qualifications reach a steady state.
Life chances (destinations and progression)	This will analyse data relating to destinations/progression in new qualifications and in previous qualifications. It will identify key findings from destinations/progression data for the new qualifications. It is anticipated that preliminary work will focus on progression within SQA qualifications and may, in the medium term, consider linking into work done and data gathered by other bodies, such as Skills Development Scotland and Insight.

Area of work	Description
Qualification design structures	This will involve an analysis of the impact of key design principles using a combination of statistical data and qualitative information. For example, design principles relating to the size and structure of the new qualifications, National 4 design and assessment, hierarchies, the approach to specifying Units and alignment of qualifications with Broad General Education. Approaches to grading may also be considered. This work will consider these impacts from a number of perspectives, including those of candidates. Quantitative data gathered from other work strands, such as attainment and progression, could support this work, alongside qualitative data and engagement.
Assessment: assessment approaches	This will involve engagement with stakeholders and identification of the impact of new approaches to Unit and Course assessment. This work could consider the impact of different approaches to curriculum models and the number of subjects undertaken by candidates; the use of Added Value Units within different programmes of learning; the link between qualifications and the Broad General Education; and the use of naturally-occurring evidence and combined approaches to Unit assessment.
Assessment: coursework	This will involve an analysis of results/attainment data to investigate effects of coursework assessment on differentiation and a validation exercise.
Assessment: quality	This will examine specific aspects of Course assessment such as the impact of command words, guidance on quality of assessment, the impact of the introduction of Course Assessment Specifications and sampling grids on quality of assessment, and the effects of approaches to marking schemes on reliability and predictability.
Skills	This will examine the extent to which subject-specific skills are developed and rewarded in assessments, the new approaches to the development of SfLLW, and, in the longer term, it will also analyse patterns of literacy and numeracy attainment and explore the impact of Literacy/Numeracy Units.
Results services	This will evaluate the introduction of post-results services/exceptional circumstances, from a school perspective.
Inclusive assessment	This will investigate the impact of the approach to delivering inclusive assessment guidance via SQA Academy.
Quality assurance	This will examine the extent to which the new quality assurance approach has added value for centres and supports CPD, increases SQA's confidence in validity and reliability of centre assessments and impacts on centre and SQA resources.

11 Conclusions

Education should never stand still and if we are to prepare learners for learning, life and work in the 21st century, we must ensure that their education gives them the opportunities to acquire the skills they will need for this. This means new approaches to learning and assessment with a greater emphasis on transferable skills, including the application of knowledge and understanding. Any successful system needs to learn and adapt as it moves forward, and to respond to change and feedback in a considered way. We must also remain mindful of the original aims of what we are trying to achieve with the new curriculum, assessment and qualifications.

It is also important to remember that the values, purposes and principles of CfE were agreed collectively after extensive consultation and engagement over a significant period of time and involved all parts of society. There is a clear evidence base for the direction of travel for the new qualifications system. Therefore, it is important to take time to fully understand issues that arise and to address them through an evaluation strategy to ensure the original aims are not compromised.

The design and assessment of the qualifications developed for the Senior Phase of secondary education were subject to extensive consultation and engagement before and during the development of the new qualifications, providing a robust evidence base for their design and assessment. In addition, a wide range of users of the qualifications and subject experts were involved in the development of the subject-specific National Courses and Units through Curriculum Area Review Groups, Qualification Design Teams and Subject Working Groups. These groups had a wide and representative membership with members being nominated by their organisations/institutions.

The main thrust of the initial feedback relates to the assessment demands on both learners and teachers, and the quality assurance processes underpinning internal assessment carried out in centres. However, in the initial implementation phase we must be careful not to lose sight of the original intentions for the new qualifications and the skills-based aspects of their design and assessment.

As we have seen, SQA and Local Authorities have put in place an extensive programme to help teachers with understanding standards, and to help exemplify good assessment practice to ensure that assessment is proportionate and maximises the use of naturally occurring evidence and appropriate use of learner evidence for more than one purpose.

It is also important to remember that learners will need a comprehensive range of skills — not just subject skills — to thrive in a 21st century world. It is recognised that many of these generic skills will be developed through qualifications, including Awards specifically designed for the purpose, and others through additional, non-formal activities within and outwith educational institutions and they form an important part of the 3–18 curriculum. These are skills that employers and society in general would value in future citizens and the workforce.

SCQF Framework

<http://scqf.org.uk/the-framework/>

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated

scqf
scottish credit and qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Professional Development Award	Professional Apprenticeship
11			Professional Development Award	Professional Apprenticeship SVQ 5
10			Professional Development Award	Professional Apprenticeship
9			Professional Development Award	Technical Apprenticeship SVQ 4
8	Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher			Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2			Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award	SVQ 1
3	National 3 Access 3			
2	National 2 Access 2			
1	National 1 Access 1			

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Organisation for Economic Development (OECD) (2007), Quality and Equity of Schooling in Scotland

HM Inspectorate of Education (Scotland) (2009), Improving Scottish education: a report by HMIE on inspection and review 2005-2008

Scottish Government (2008), Ministerial Statement on consultation for future arrangements of National Qualifications

Curriculum for Excellence Management Board (2014), *Report of the Working Group on the first Year of the New National Qualifications*

Web documents

Consultation on the New Generation of National Qualifications
<http://www.scotland.gov.uk/Publications/2008/06/09084232/0>

Assessment, Design and Skills
<http://www.sqa.org.uk/sqa/68410.5165.html>

Assessment in New National Courses and Units for Practitioners
<http://www.sqaacademy.org.uk/>

Subject-specific web pages
www.sqa.org.uk/browsecfesubjects

YouTube based media
<http://www.youtube.com/user/SQA>

Research seminars and research reports
<http://www.sqa.org.uk/sqa/58465.html>

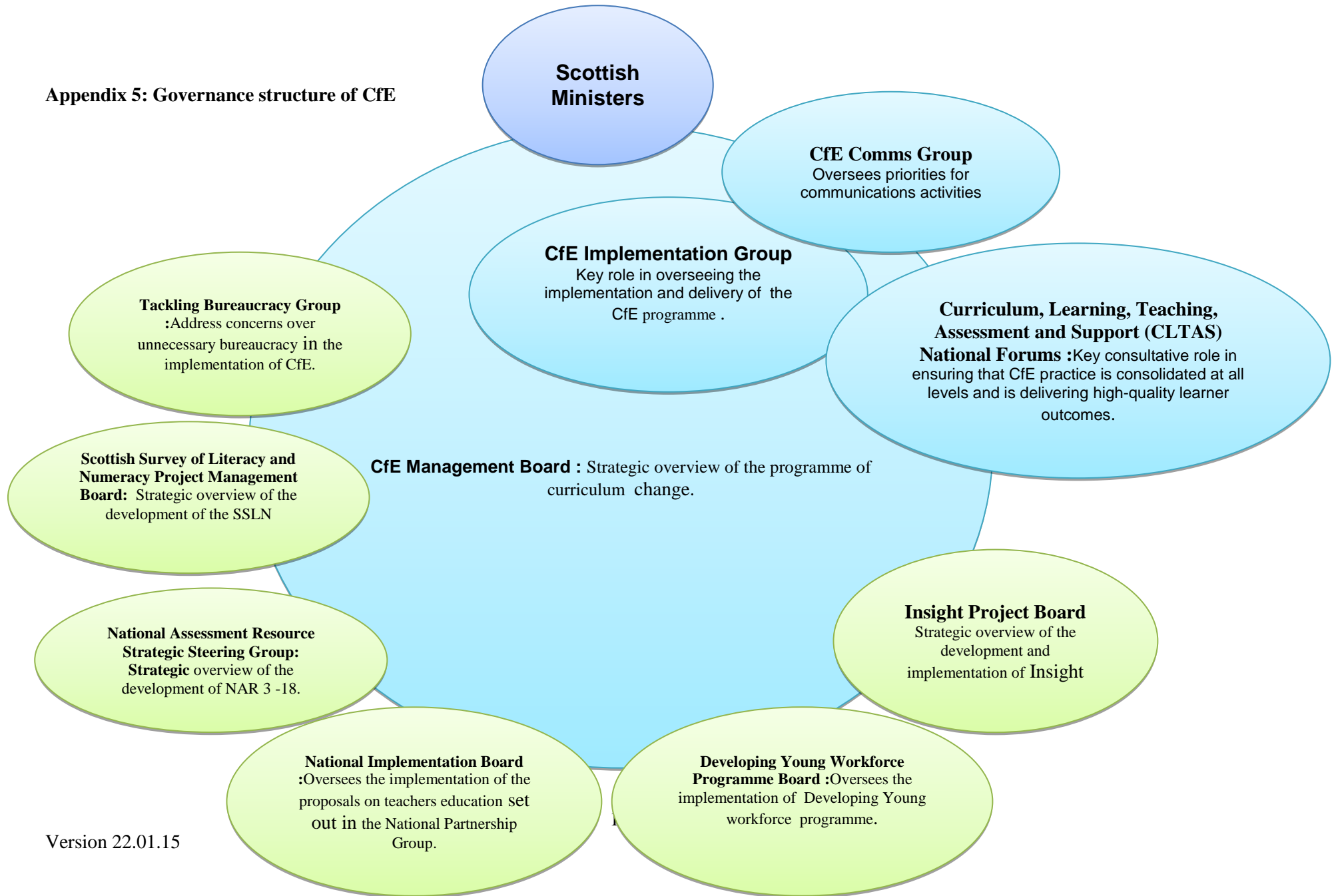
FAQs
<http://www.sqa.org.uk/sqa/58998.3593.html>

SQA Guide to Assessment
http://www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

Appendix 4: Research questions identified by the Royal Society of Edinburgh Education Committee

1. What do teachers, parents and employers see as being the purposes of CfE? Are these clear and expressed in terms that are readily understood?
2. To what extent do these key groups see the CfE programme as it has developed fulfilling these objectives?
3. What do teachers see as the key pieces of guidance that have been published to support CfE? Is this guidance clear and well expressed, is it sufficiently succinct to be readily understood and adopted?
4. Does the guidance cover all of the important aspects of CfE (e.g. interdisciplinary learning or active learning)?
5. Has the guidance been presented in a coherent and manageable way? Have teachers found it easy to use? Has it influenced practice?
6. What is commonly understood by the term 'active learning'? In particular, how does the guidance material from Education Scotland construe and interpret the term? What kinds of change does it imply in classroom practice? Are such changes becoming evident through inspection findings or other evidence?
7. How have the Experiences and Outcomes changed approaches to curriculum planning and classroom practice?
8. Are the Experiences and Outcomes easy to use? Is it straightforward to use them to plan progression in learning?
9. What would be the characteristics of a well-planned and managed programme of educational change? Has the CfE programme followed a clear strategy that has exhibited these characteristics?
10. Has workload been well managed in the CfE programme? What aspects of the programme, if any, have given rise to difficulties?
11. Do teachers see the seven curricular principles as having influenced the development of the programme and classroom practice? Have they received satisfactory advice on how they should be put into practice?
12. Has CfE given priority to 'learner voice'? Is this the same as personalisation? How does CfE build on the many attempts that have been made in the past to personalise the curriculum for individuals with less than encouraging results?
13. Is interdisciplinary learning an important feature of CfE implementation? What are its perceived advantages? Do teachers feel that they have received satisfactory advice on this aspect of the programme?
14. What differentiates good interdisciplinary learning from 'a bit of this and a bit of that'? Have government and its agencies taken advantage of new ideas and activities developed elsewhere in relation to interdisciplinary learning?
15. In what ways do teachers, parents and employers see skills, especially advanced cognitive skills, as being built into the programme? Do teachers feel they have received satisfactory advice?
16. Has the increased emphasis on skills been at the expense of promoting knowledge? Does the programme strike an appropriate balance between knowledge, understanding and skills?
17. What have been the effects, both positive and negative, of assigning greater autonomy in the curriculum to Local Authorities, schools and teachers, and so resulting in much more variation in curriculum practice and structures across schools?
18. How have changes outwith the planned CfE innovations impacted on implementation of CfE e.g. resourcing issues and policy imperatives within Local Authorities and the college sector?
19. The importance of partnerships is stressed. What are the criteria that determine whether collaboration constitutes a partnership?

Appendix 5: Governance structure of CfE



Appendix 6: Curriculum for Excellence timeline

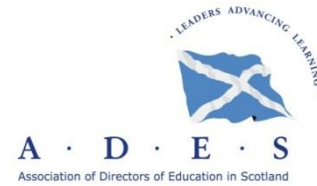
TIMELINE OF CFE MILESTONES AND KEY SCOTTISH GOVERNMENT INTERVENTIONS

Timeline: Development of Curriculum for Excellence

Date	Development
2002	<ul style="list-style-type: none"> • Scottish Parliament's Education, Culture and Sport Committee begins Inquiry into the Purposes of Scottish Education • National Debate on Education
2003	<ul style="list-style-type: none"> • Education, Culture and Sport Committee publishes its report and recommendations on the purposes of Scottish Education • Curriculum Review Group is established.
2004	<ul style="list-style-type: none"> • <i>A Curriculum for Excellence Review Group report</i> published setting out proposed aims for education and principles of the curriculum <i>A Curriculum for Excellence: Ministerial Response</i> is published and Ministers establish a Programme Board.
2005	<ul style="list-style-type: none"> • Groups established to review existing guidance.
2006	<ul style="list-style-type: none"> • <i>Progress and Proposals report</i> published proposing a new curriculum framework. <i>Building the Curriculum 1</i> published
2007	<ul style="list-style-type: none"> • <i>Building the Curriculum 2</i> Active Learning in the Early Years published • September: Draft Experiences and Outcomes start to be published
2008	<ul style="list-style-type: none"> • Continuing release of and engagement on <i>draft Experiences and Outcomes</i> including trying them in a range of schools. <i>Consultation on qualifications on the next generation of national qualifications</i> between June and October • <i>Building the Curriculum 3: A Framework for Learning and Teaching</i> published. This replaced the existing guidance on the 3-5 curriculum, 5-14 curriculum and curriculum design in the secondary sector
2009	<ul style="list-style-type: none"> • <i>All Experiences and Outcomes</i> published (April) • Announcement of new qualifications framework (June) • <i>Assessment in Curriculum for Excellence: Strategic vision, key principles</i>, published (Sept) • <i>Building the Curriculum 4: skills for learning, skills for life and skills for work</i> published.
2010	<ul style="list-style-type: none"> • <i>Building the Curriculum 5 - Assessment Framework</i> published (January) • All schools begin to deliver Curriculum for Excellence :August • Certification of first Scottish Baccalaureates (August) • Online National Assessment Resource launched (September)
2011	<ul style="list-style-type: none"> • Draft documents for new qualifications from National 2 to 5 and Higher published for feedback (January – December) • Excellence group reports published, reviewing the way forward for the main subject groups. (March)
2012	<ul style="list-style-type: none"> • Revised Access 1 , qualifications renamed National 1, 2 and 3 from 2013/14 (January) • Draft documents for the new qualifications at Advanced Higher published for feedback (March – December) • Final unit and course specifications published for new and revised qualifications up to from National 2 to National 5 and Higher (April) • All P7 pupils developed a P7 profile (June) • First batch of course materials, unit assessment support materials and

	professional focus papers (Oct – Dec)
2013	<ul style="list-style-type: none"> • Specimen question papers for National 5 (February) • Final batch further batches of course materials, unit assessment support materials and professional focus papers published. (January – April) • Final unit and course specifications for Advanced Higher (April) • All S3 pupils developed an S3 profile (June) • Final certification of qualifications at Standard Grade (August)
2014	<ul style="list-style-type: none"> • First certification of new/revised qualifications at National 1 to National 5 (SCQF levels 1 to 5) (August)
2015	<ul style="list-style-type: none"> • Final certification of qualifications at Access 1 to 3 (SCQF levels 1-3), Intermediate 1 and 2 ((SCQF levels 4 and 5) and existing Higher (SCQF level 6) and Advanced Higher (SCQF level 7). (August) • First certification of new Higher qualifications (SCQF level 6) (August)
2016	<ul style="list-style-type: none"> • First certification of new Advanced Higher qualifications (SCQF level 7) (August)

Appendix 7: ADES report on head teachers



An ADES Paper on the Recruitment of Head teachers in Scotland.

1 Introduction

1.1

As part of the ongoing partnership between Scottish Government and the Association of Directors of Education in Scotland (ADES) on the implementation of *Teaching Scotland's Future*, it was agreed that it would be mutually beneficial for the association to prepare a paper on the various issues surrounding the recruitment of Head teachers in Scotland. There continues to be anecdotal evidence suggesting recruitment difficulties in the system and Scottish Government was keen for ADES to develop thinking in this area, particularly with the introduction of the Scottish College for Educational Leadership (SCEL) on the horizon.

1.2

This is by no means an exhaustive research paper: the evidence collected being largely from Local Authorities via the ADES Personnel Network. However, the paper with its associated recommendations is a true reflection of the current status of Head teacher recruitment, and informal discussions with the two main Scottish head teacher associations confirm the overall outcomes of our findings. In addition to the focused discussions with Local Authorities, and associated data collection, we have had discussions with Scottish Government officials, members of the SCEL team, the Director of the Scottish Catholic Education Service, and we have also studied the initial draft of the research being carried out currently by Blake Stevenson into the Flexible Routes to Headship. The Times Educational Supplement in Scotland also made itself available for interview via its Managing Editor.

1.3

From the information available to us, it seems clear that there are significant ongoing difficulties for Local Authorities in Scotland in attracting candidates to the post of Head teacher. While these may vary from area to area, post to post, sector to sector, there are underlying challenges that lead us to a view that serious consideration is required, across the system, of the need for a package of measures which will bring improvement, continuity and sustainability of leadership in schools and communities. Some Local Authorities also expressed concerns over retention issues and while some of the measures outlined later in the report are aimed at addressing this matter also, it has not been our main focus.

1.4

This paper does not consider the specific issues surrounding appointments for Headship of Gaelic and Gaelic Medium Schools. These have been more recently addressed elsewhere in a piece of research commissioned by Bord na Gaidhlig.

2 Background and Context

2.1

There are 2064 Primary schools, 365 Secondary schools, and 155 Special schools in Scotland, the majority having a post of head teacher dedicated to them. Management structures vary in the 2548 Pre-school provisions nationally.

The appointment of a head teacher is rightly seen as being a crucial event for a school and also the community it serves. Such is the significance of the post, that legislation surrounds its appointment processes with Local Authorities deploying a range of procedures aimed at identifying suitable candidates and ensuring that the processes are as inclusive as possible of the parental and community interests. In short, this is a key post in Scottish education.

2.2

The job of head teacher has changed drastically over the years, moving from a leader of learning to a far greater range of senior executive duties depending on the employing authority and also the nature and size of the school. Operating within the national framework of conditions of service, Local Authorities have developed their own job specifications, local responsibilities, and also preparation as well as on going CPD for such post holders. More recently, rural authorities in the main have developed an approach for the leadership of a group, or cluster of schools, by introducing the post of “cluster head teacher”. Denominational schools in Scotland have their own appointments procedures reflecting the needs of the Roman Catholic Church, with the Scottish Catholic Education Commission playing a role in the preparation and appointment of denominational head teachers.

2.3

Expectations on head teachers have grown over the years to include a more significant set of responsibilities for children's services within and outwith the school, closer working with parents and carers, and, often, wider corporate responsibilities including full participation in the community planning process. Devolved School Management is a function of the role of the head teacher that sits alongside other related duties regarding people and resource management. Many Local Authorities have reflected these changes in the senior leadership teams and support staffing in and across schools.

2.4

Preparation for headship has developed to include a variety of training and leadership development opportunities, despite the financial climate. Councils often operate their own leadership development programmes and are involved in Scottish Qualification for Headship (SQH) and Flexible Routes to Headship opportunities. Not all aspiring head teachers follow such paths into headship. The work of the National Implementation Board for *Teaching Scotland's Future* has given much thought to the need to focus its work on leadership development and the associated leadership framework now held in Education Scotland will support this. The commitment by Scottish Government to establish SCEL is seen as a very significant milestone in this area of work.

2.5

Public Sector agencies in Scotland are facing very significant budgetary challenges which are likely to continue for the foreseeable future. Despite this, Councils have maintained their posts of head teachers and have continued to try to fill posts as they become available. One aspect of the process of recruitment that has changed due to the financial circumstances is that of advertising in newspapers and journals. There has been a very significant reduction in such advertising, with a consequential increase in the use of the COSLA managed My Job Scotland portal.

2.6

It was against this background, that the number of applications for the post of head teacher in Scotland seemed to be reducing and led to the agreement between Scottish Government and ADES that a paper was needed which could outline some data and prepare advice for all interested parties on a way forward.

3 Findings

3.1

The ADES Personnel Network conducted, on our behalf, a survey of Local Authorities in respect of their vacancies for posts of head teacher between January 2011 and April 2013.

22 Local Authorities responded to this survey. The headline figures from this survey were:

- Overall there were 436 head teacher vacancies across the 22 Authorities during this period;
- 103 of these posts had to be re advertised during this period;
- During the period concerned, there were 122 posts where no appointment was made;
- Only 12 Primary head teacher vacancies attracted 10+ applicants;
- No denominational Primary head teacher posts attracted 10+ applicants;
- 75 denominational Primary head teacher posts came vacant of which 28 went unfilled;
- 45 Secondary head teacher posts were vacant and only 17 attracted 10+ applicants.

While there is no benchmarking data to make valid comparisons, experience from within ADES confirms that, overall, there are concerns regarding the numbers of applicants to posts and, in a number of cases, over the quality, hence the numbers of posts subject to re advertisement. A few secondary posts, mainly in the Forth/Clyde area, attracted healthy numbers (15+) of applicants, but others remained in single figures. The situation in the Primary sector is very worrying given the declining numbers of applicants, and the fact that approximately 25% of posts had to be re-advertised. The view of all but one Authority is that there is a crisis in recruiting to Denominational posts and that even in West Central Scotland, serious concerns prevail.

3.2

One other relevant piece of statistical evidence comes from the annual census figures gathered by Scottish Government. The 2012 figures confirm that there were 1050 Primary head teachers in the 50+ age bracket and 263 in Secondary of a similar age profile. In terms of forward planning, this suggests that we are likely to see a continuation of relatively large turnover of posts in the years ahead.

3.3

The discussions that took place with the individuals and organisations outlined in section 1.2 above tried to identify some of the main causes for this apparent decrease and worrying trends in applications for head teacher posts across Scotland. These can be summarised below:

3.3.1

Salaries and Conditions of Service

Evidence suggested that there were some potential applicants, currently at depute head teacher level in schools, who were unwilling to apply for head teacher posts due to the impact of salary differentials caused in some cases by associated job sizing issues. Typically a depute head teacher in a school with a relatively high job sized salary being unwilling to make the jump to head teacher post for a salary differential of 10-15 per cent higher. We did not investigate the detail of the job sizing toolkit and cannot comment as to whether this is simply a salary differential issue or whether the existing toolkit requires a review. However, it certainly is one cause of the decrease in applications.

As well as differentials, it was reported that the increased responsibilities that go with the job of head teacher also were mitigating against some potential applicants fulfilling their original career aspirations. A real it is worth taking part, set of self-assessment questions being asked, with impact on the family, workload, increased parental expectations, possible litigation, as well as the leadership challenges outlined in para 2.3 above. Some of those involved with this study also indicated that serving head teachers do not always outline the real positives of the job and negative perceptions can

influence some potential candidates for posts. Local Authorities, currently, tend to appoint a head teacher to a specific school and find it very difficult to permanently transfer personnel to other schools in the Authority.

3.3.2

Identifying and Recruiting School Leaders

There is a mixed approach across Scotland to the preparation for leadership at the various promotional levels that exist. The traditional Scottish Headship Qualification courses and the more recent Flexible Routes are used by many Authorities, but not all successful applicants for Headship have these qualifications. Councils operate a mixture of in-house and outsourced approaches to leadership development, some with a clear pathway, others with more sporadic approaches.

As indicated in para 2.5 above, approaches to the advertising and promotion of posts have changed very significantly in recent years. Some Authorities have focused on internal advertising only, most if not all use MJS and some use external national and international advertising campaigns.

The actual process of appointment to such posts varies according to Council policies. In some cases a formal assessment centre is used, others have a long leet / short leet approach, while some use one relatively short interview. All Councils we are aware of meet their legislative requirements in this area of work.

Generally, there was no national succession planning policy that could be seen to be operating across the 32 Local Authorities which might have supported the local as well as the national challenges in recruitment.

3.3.3

Societal Changes

One interesting and influential societal change that seems to have impacted on the numbers of applications for head teacher posts relates to the mobility of potential applicants. Fewer are able or willing to apply for posts that require relocation, almost certainly due to changing family work patterns, and more recently housing market conditions have added pressure in this respect.

3.3.4

Denominational Schools

The analysis of the statistics on applications for Roman Catholic headship confirms the seriousness of the crisis outlined in section 3.1 above. Local Authorities are committed to supporting denominational education and are extremely concerned for future planning. The various issues outlined above are all just as relevant for denominational schools but accentuated by the fact that there are fewer well qualified potential applicants working in Roman Catholic schools, some who are now working in non-denominational provision, and others who feel, rightly or wrongly, that they may not meet the requirements for Church approval. The views expressed by ADES' personnel network members suggest that there is not a common approach being taken across Scotland on this matter, something that was raised in a very productive meeting with the Director of the Scottish Catholic Education Service.

While we cannot confirm, through the limitations of this study, that the factors above are purely Scottish in nature, and some anecdotal evidence suggests they are not, we do feel they are central to the current problems of attracting applicants to posts.

4 Solutions and Recommendations

It is evident from the information gathered that no one solution will bring a quick fix to this complex set of factors currently prevalent in Scotland. However, bearing in mind the significance of the post of head teacher in Scottish Education, we advocate a series of planned measures, some of a longer term nature than others, to arrive at a sustainable approach to assuring we have the highest calibre of leaders in our schools.

4.1

Leadership Pathways

We must ensure that there are clear leadership pathways through the profession, locally and nationally, which are understood and recognised by those with aspirations for leadership roles in schools and communities. These must relate to the recently established Leadership Framework, hosted by Education Scotland, and be a priority for the newly established SCEL, and be recognised as high quality professional learning opportunities.

Local Authorities should work collaboratively with national agencies and SCEL to ensure that they have sustainable policies in place that attract the quality and quantity of applicants for head teacher posts required for the next decade. Bearing in mind the current financial climate, the advantages of inter-authority collaboration for such succession planning approaches should be seriously considered. Proactive measures such as talent spotting, fast tracking of high quality personnel, availability of coaching and mentoring schemes and job shadowing, all designed to allow swift but appropriate progression to leadership roles, are among the measures which should be followed on a planned and resourced basis.

Following the publication of the Evaluation of the Flexible Routes to Headship, a short term working group should be established by Scottish Government, via SCEL, to identify measures aimed at implementing the range of qualifications based approaches best suited to prepare leaders for Scottish schools.

4.2

Promoting the Job

Bearing in mind the significance of the post of head teacher at school, community, and national level, and the educational research linking the role of head teacher to successful educational outcomes for children, there is a need for a campaign to promote the job, its benefits personally but also for public service, and for Scotland's future prosperity. Ideally this should be led by existing head teachers who are outstanding role models locally and nationally.

4.3

Recruitment Policies

The responsibility for recruiting head teachers lies with the employing Local Authority. There are variations of approach across the 32 Councils that seem, at times, to be too diverse even with the need to ensure that local priorities, budgets and corporate policies are followed. More innovative and planned recruitment strategies should be deployed and there is a need to recognise that top jobs in a Council, which head teacher vacancies are, require a profile that befits their importance for a community. While the My Job Scotland portal has been widely used by Councils, evidence would suggest that it alone, is not sufficient in attracting the quality and quantity of applicants that is required locally and nationally. In addition, there is apparent variation within and across Councils in the use of incentives and relocation packages to attract applicants.

The ADES Personnel Network is well placed to look at this matter so that a best practice model can be prepared and followed. This should include the complete recruitment process including advertising, selection processes, and ongoing support for newly appointed head teachers.

4.4

Structures and Conditions of Service

There is little doubt that the job of head teacher has become more complex than ever before, mirroring changes in society and communities. These factors are outlined earlier in the report. There are some options which might be considered in addressing matters.

There could be a review of the approach being followed by Authorities in assessing what duties should be included in a head teacher job description, removing as far as possible some of the non-educational management responsibilities, and focusing on leadership priorities. While this has been done to a varying degree in Local Authorities, it is a complex matter and will require associated redeployment of tasks, with financial implications. On its own it is not likely to be a successful solution.

There is a strong case for questioning the current historic approach of appointing a head teacher for each school in an Local Authority. While some initiatives have been made to move to more collegiate models, or cluster head teacher approaches, they tend to have been on a pragmatic basis and lack consistency within and across many Authorities. The options would seem to focus on either grouping Primary schools strategically under a leadership team with a senior head teacher leader in place, or focus on the 3-18 Local Learning Community with an appropriately balanced leadership team. The advantages of scale should allow for the balance of leadership and management responsibilities, a focus on learning, and ensure, if appropriately structured, that there is no loss of local parental confidence.

There is a strong feeling in ADES that head teacher contracts should be more flexible, allowing head teachers to be redeployed, for the very best of reasons, to schools elsewhere in the Local Authority. This would seem to have advantages for the Authority but also for the head teachers who would be able to have professional and career development opportunities at appropriate times.

These measures are understandably complex, controversial in some quarters, and point to a very different leadership approach in many Scottish schools. However, we strongly feel that the status quo is untenable and will lead to a systemic failure in time. As a consequence, a representative group should initially be tasked with “road testing” proposals and advising if there is merit in taking any further steps. The National Parent Forum should be part of any group alongside those associations with direct member interest. ADES via the Virtual Staff Collage Scotland will also examine practice elsewhere to ascertain if there are opportunities to introduce successful solutions from beyond Scotland.

4.5

Job Sizing and Salary Differentials

As indicated above, we have not investigated whether there is any direct link between the job sizing toolkit and salary differentials. We are very aware that a formal review of the toolkit would be a long and difficult task with possibly winners and losers as a consequence. SNCT will decide when, if at all, this is required, undoubtedly, however, salary differential is one factor in the decision of some potential applicants not to apply for a head teacher post.

As a consequence, we feel that two options are available to Authorities and their partners in SNCT to address a “here and now” issue of some significance. One would be for Authorities to use the local flexibility that exists and place head teacher salary levels which locally seem appropriate, while recognising what the national implications might be of such a course of action. The other option is for there to be a review of head teacher salaries which addresses differentials but also which looks at associated responsibilities. This should not assume increases in the overall salary bill for head teachers, requires to be self-financing, and relate to some of the proposals in section 4.4 above. It would mean fewer posts at head teacher level, but those in post being paid more.

4.6

Denominational Schools

The vast majority of the issues and solutions outlined above are just as relevant for the Denominational Schools in Scotland but, notwithstanding this, further and very immediate action is required to address the apparent growing crisis in this sector.

An urgent meeting should take place with Scottish Government, ADES, and Scottish Catholic Education Service aimed at a mixture of short term and longer term solutions. The ADES Personnel Network will collaborate as far as possible with SCES so as to try to guarantee provision in Roman Catholic schools.

Leadership pathways need to be proactively pursued and promoted for Denominational Schools commencing at Early Phase level, and also targeting those qualified applicants currently in non-denominational schools.

The Director of SCES should ensure that there is active and consistent implementation of the policy of Church approval across all the Diocese in Scotland.

5 Conclusions

ADES is extremely grateful for the support it received from a range of individuals and organisations in the preparation of this paper. Although by our own admission it is limited in its scope, there is enough evidence contained in the paper to confirm that action is needed as a matter of some urgency and priority to address some of the very significant challenges facing Scotland in the recruitment of head teachers. Some actions can be initiated now but a strategic, comprehensive and national approach is required to address the structural issues that characterise this crucial area of leadership in Scottish Education.

Bruce Robertson

John Christie

John Stodter

October 2013

Appendix 8: Education Scotland's role

Education Scotland is the public body charged with supporting quality and improvement in Scottish Education, and thereby securing the delivery of better learning Experiences and Outcomes for Scottish learners of all ages. The organisation's status as an Executive Agency means that it operates independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of its work. This status safeguards its independence of inspection, review and reporting within the overall context of the National Performance Framework.

The Education Scotland Framework Document sets out how Education Scotland operates, its relationship with Scottish Ministers and the Scottish Government, and how it is expected to fulfil its remit and purpose. The role for the Director of Inspection is critical in maintaining stakeholder confidence in the integrity and impartiality of the Scottish inspection model, as it is operated within Education Scotland. This role has the overarching responsibility for quality assurance of inspection, safeguarding independence and the future direction. With regard to independence, the role has a direct line to Parliament, should it be required, if Ministers feel that the independence of inspection is being undermined. All HM Inspectors are recruited against a specific set of criteria for that role and they form part of a professional body, recognised within SG. The Director of Inspection is also head of Profession for HM Inspectors of Education.

Education Scotland uses a detailed planning system to differentiate between evaluative activity and other work. There are safeguards about where HM Inspectors might do other work, although with a scrutiny function focused to a high degree on improvement, rather than simply accountability, the absolute separation is not what Education Scotland's approach is about. We have strict quality assurance processes in place with regard to checking evaluations and reports, which also feeds into work that we do on moderation and consistency through activities such as training.

Education Scotland's unique breadth and depth of engagement across all sectors from early learning and child care settings to adult learning allows us to provide advice, support and evaluation of education based on evidence from across all areas of the country.

This strong evidence base is used to provide a national overview of Scottish education to advise Ministers, to inform priorities for the Curriculum for Excellence (CfE) Implementation Plan, and to ensure we focus on the right things by drawing out knowledge of what works and sharing this with practitioners.

In this way, Education Scotland seeks to build and support a learning system where there is strong collective engagement of a highly professional workforce to create a virtuous cycle of evidence based improvements in practice.

The Scottish approach to improvement in education is supported by a three way partnership where:

- Schools, establishments and services evaluate the quality of their own provision;
- Supported and challenged by the local authority; and
- Backed up by rigorous external evaluation by HM Inspectors.

We work with partners to evaluate the quality of provision at multiple levels within the education system. Figure 1 illustrates the relationship between evidence from evaluation and inspection and support functions.

Individual centres, schools and learning communities

The centrepiece to Scotland's shared approach to school evaluation is the set of quality indicators contained in *How good is our school?*³ (2007), and the range of other similar evaluation guides that provide the focus for self-evaluation, and external inspection and review for non-school sectors and services. These documents are supplemented by an inspection advice note which is published each year to reflect the main focus and expectations of Inspectors, based on the content of the annual CfE implementation plan. The use by all three partners of the same, shared criteria to identify strengths and areas for improvement is an important feature of the "Scottish approach", ensuring transparency. Our inspection and review models are designed to be proportionate and to have an emphasis on capacity building. Proportionality is achieved by building on the school's self-evaluation and concentrating on the aspects which have the most important impact on children and young people. Inspection seeks to build capacity by creating scope for inspectors to engage in professional discussion with practitioners during an inspection.

Local Authority Shared Risk Assessment

Education Scotland (HM Inspectors) plays a key role in the Shared Risk Assessment (SRA) process co-ordinated by Audit Scotland. We are committed to working alongside other scrutiny bodies and are represented on each Local Area Networks (LAN) by the Area Lead Officer. The SRA process involves each scrutiny body sharing the evidence it has gathered about each local authority and deciding on a joint risk assessment of each local authority. The LAN then decides on any necessary scrutiny activity depending on any areas of risk identified. An Assurance and Improvement plan is published on an annual basis for each local authority area.

We use information gathered from our establishment and service-level inspections to inform this process along with other information we have about education provision, for example young people's achievements. Our involvement in the SRA process includes the key principles outlined in our Principles of inspection and review.

Validated self-evaluation

Validated self-evaluation (VSE) is not inspection. It is a voluntary process which aims to support and challenge the work of education authorities to improve the quality of provision and outcomes for learners. It is led by the Local Authority and involves a partnership in which Education Scotland works alongside the authority and applies its knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the Education Authority's own self-evaluation, and so affirm (or otherwise) and strengthen outcomes for learners.

VSE acknowledges that the responsibility for improving services and outcomes lies with the Education Authority. It recognises that self-evaluation is increasingly well embedded across the Scottish educational landscape and that high quality self-evaluation can lead to continuous improvement for learners and the achievement of excellence in practice and provision. HM Inspectors' involvement in the VSE process will include the principles outlined in our Principles of inspection and review.

National level

Education Scotland draws on a range of quantitative and qualitative evidence from:

- inspection and review and other evaluative activity;
- on-going engagement, including our challenge and support for capacity building by Area Lead Officers;
- professional dialogue visits in secondary schools;
- feedback from leadership events for primary and secondary schools;
- building capacity in residential specials schools activity; and

- other professional networks.

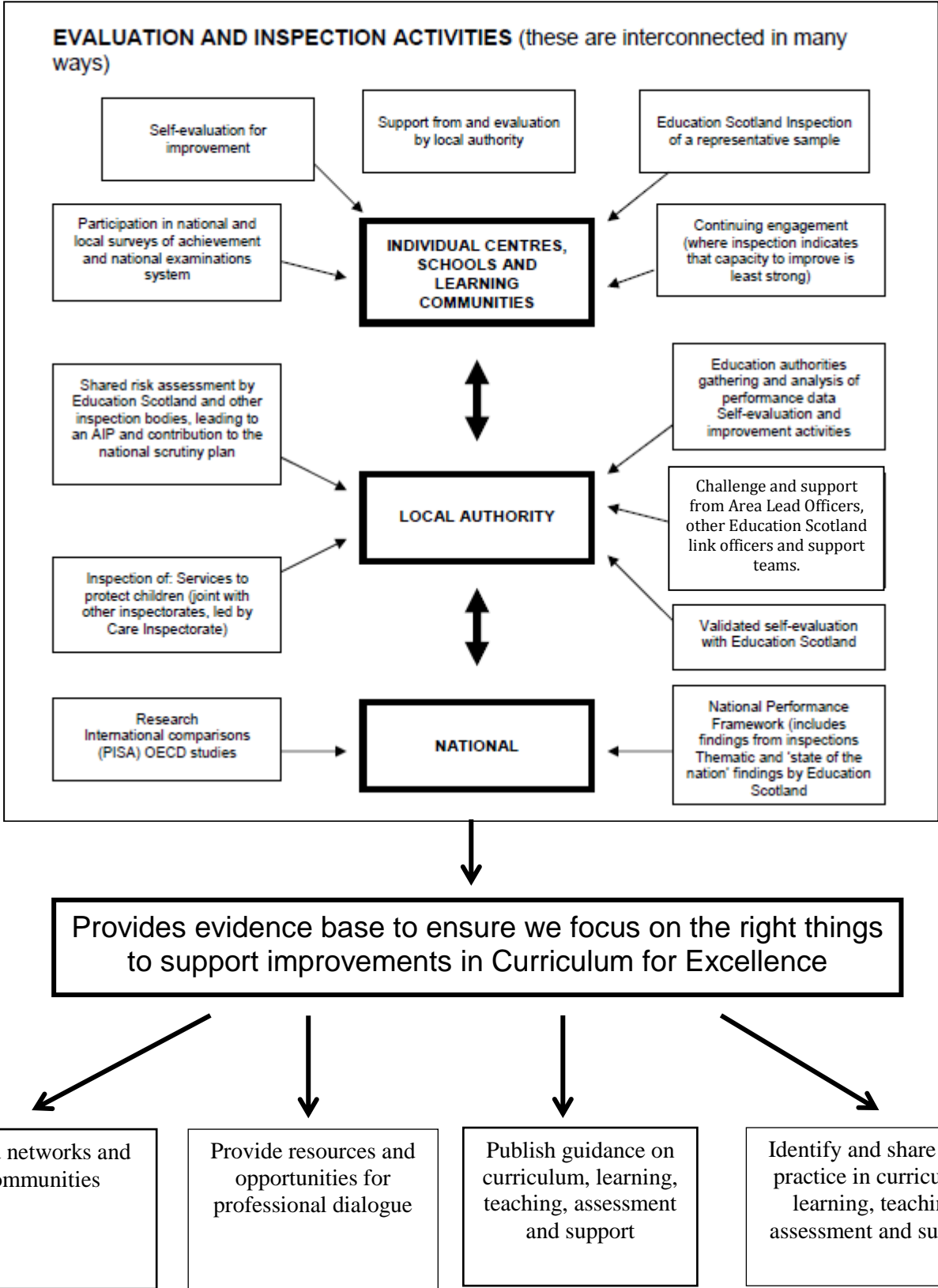
Taken together this range of evidence provides an overall national view of the quality of provision. This is used to provide professional advice for policy making and to inform priorities for the CfE implementation Plan.

Our approaches to supporting CfE include working with Local Authorities and practitioners from early learning and childcare, primary, secondary and special schools and units, and learning communities together with other partners providers:

- building networks and communities;
- providing resources and opportunities for professional dialogue;
- publishing guidance on curriculum, learning, teaching, assessment and support; and
- identifying and sharing good practice in curriculum, learning, teaching, assessment and support using outreach activities such as professional dialogue, conversation days, support visits to schools and online materials (including those published on Glow).

Specific examples relating to our work with primary and secondary schools can be found at [this link](#).

Figure 1: Relationship between evidence from evaluation and inspection and support functions



Based on the 'learning system' described in this paper, and using what we learn from our inspection and evaluation approaches, Education Scotland is now working closely with SG and other partners to develop a National Improvement Framework. This will secure alignment between assessment for learning in the classroom and accountability read outs at school, local and national levels. We are developing an approach that will enable 'significant aspects of learning' (the core building blocks in each subject) to provide the foundation from which we will be able to gauge the impact of different kinds of local and national interventions, and will also enable a longitudinal analysis of improvements in learning and achievement to be tracked over many years, as shown in Figure 2 below.

Figure 2



What we know from inspection and review and other evaluative activity

Early Learning and Childcare

The following is from evidence from inspection undertaken both independently and jointly with the care inspectorate, in stand-alone early learning and childcare settings (ELCC) and settings attached to primary schools, as part of the primary school inspections. ELCC settings include local authority managed centres, privately owned businesses and thirds sector organisations.

Overall inspection evidence for 2013/14 shows that 67% evaluations are good or above and 90% are satisfactory and above. In the most effective practice, high-quality experiences for children resulted from the combined strengths and talents of the range of professional staff involved.

Key strengths include increasing engagement and motivation of children; increasing access to the outdoors leading to enhanced play experiences; partnerships with parents and others; improved opportunities to develop language and mathematics skills in meaningful contexts; and improved professional development developing a better understanding of leadership and teamwork.

Areas for development include a need for more effective use assessment information to support children's progress in their learning; increasing staff understanding and engagement with self-evaluation; and continued development of the curriculum.

Primary schools

Inspectors have been pleased to commend very good and excellent practice in around half of the schools inspected over the period Sept-Dec 2014. The most common key strengths have been: the confidence, enthusiasm, motivation, positive attitude and friendliness of children; partnership working with other agencies, the community, and with parents to enhance children's learning and achievements; the leadership of head teachers; the supportive ethos and pastoral care; the teamwork of staff to create positive approaches to learning and teaching; and attainment in English language and literacy, and mathematics and numeracy.

The most common aspects for improvement have been: developing and improving the curriculum to ensure progression in children's learning; self-evaluation to ensure continuous improvement, better monitoring and tracking of children's attainment, and more consistently high-quality learning and teaching; raising attainment.

We continue to engage with a small number of schools where important weaknesses were identified through inspection prior to Sept 2014, and are providing support in partnership with the Local Authorities concerned. In some cases, we have provided strategic support at local authority level. Inspectors have identified the need to provide support for leadership in small primary schools, and this will be a key workstream in 2015-16.

Secondary education

Based on 5 years of inspection activity (approximately 30 to 40 schools visited each year bearing in mind fewer schools inspected due to CfE support) and 2/3 years of national fieldwork visits (visits approximately over a 100), overall, our evidence base indicates that the shift in the secondary sector is towards delivering a more learner centred approach in learning and teaching methodology and curriculum design. Where this has been implemented and developed well, the following improvements are evident:

- It is pleasing to note that all aspects of the work of secondary schools inspected have been evaluated as satisfactory or better over the period Sept-Dec 2014. However, we continue to engage with a small number of schools where important weaknesses were identified through inspection prior to Sept 2014, and are providing support in partnership with the Local Authorities concerned.
- The most common key strengths in secondary schools over the period Sept-Dec 2014 have been: the positive attitudes of young people to their learning; the impact of partnerships, including with parents and the local community; staff leading on a range of school improvements; the high quality of support for young people, including those requiring additional support.
- The most common aspects for improvement have related to the continuing need to improve the curriculum, including: the range of courses in the Senior Phase; better meeting of learning needs to improve attainment, particularly that of lower attaining young people; the focus on skills for learning, life and work; work on literacy, numeracy and Health and Wellbeing across all aspects of learning.

Since the implementation of CfE, secondary schools have had a strong focus on developing the skills and attributes of the four capacities leading to:

- Greater enthusiasm and motivation for learning
- Increased opportunities for independent and group learning
- Improved opportunities for young people to link and apply their learning in new situations

- Increasing levels of confidence in young people
- Increased ownership of how and what they learn, including having a greater say in decisions that affect them and the life and work of the school
- Improved involvement in discussing their learning with their teachers and each other resulting in young people taking greater responsibility for their learning
- Young people, particularly seniors, contributing effectively to their whole school and wider community.
- Curriculum architecture and development
- Schools now have in place a Broad General Education S1 to S3 and a Senior Phase where young people take courses leading to qualifications and awards.
- At all stages, schools have focused on providing a broader range of experiences planned around meeting the needs of learners.
- Increasingly the curriculum is planned and delivered in partnership with other educational providers, employers and local community services and planned taking account of the local and national economic context, employability and skills gap.
- Within the Senior Phase, schools are increasingly offering young people a broader range of qualifications and awards focused on raising their attainment and improving their achievements.
- Leadership
- Within inspection activities, the leadership of the head teacher was often cited as a key strength in schools performing well or improving
- Within inspection and fieldwork evidence, there is increased collegiality with staff at all levels leading school improvement priorities.
- Young people, particularly at the senior stages, play a greater role in improving the life and work of the school through leadership opportunities such as members of pupil councils, mentors to their peers and sports leaders.
- Aspects for improvement in the secondary sector:
- Schools need to continue to develop the curriculum to ensure flexible progression routes for all within the Broad General Education and Senior Phases
- In order to achieve our ambition to raise attainment for all and close the gap, schools need to continue to develop and improve approaches to monitoring and tracking young people's progress, particularly during the Broad General Education phase
- Ensure schools continue to use a range of evidence within their arrangements for self-evaluation in order to continually secure improvements
- Ensure consistently high-quality learning and teaching across all young people's learning experiences within and beyond the school

Special and residential special schools

In special schools and residential special schools learners experiences is an improving area with most schools receiving at least a good evaluation and over half judged as very good or excellent. Evidence from Inspections show that schools are becoming more creative in actively involving children and young people in their learning. The strongest area in day special and residential special schools is QI 5.3 meeting learning needs where most schools received a very good evaluation.

Key features of progress towards implementation include a small number of examples of schools which are now at a more advanced stage in implementing Curriculum for Excellence. In these schools, staff play a significant role in leading and driving forward improvements. They are notably more confident in using innovative approaches when planning learning. Good leadership with a vision for the outcomes of change is a consistent feature of such schools. In some residential special schools and secure care services, there are examples of very effective partnership working to support young people. Education and care staff work closely with Child and Adolescent mental health services (CAMHS), forensic and educational psychologists, social workers and other relevant agencies to ensure that children and young people get specialist help when they need it.

However, most special schools and residential special schools are at an early stage in implementing effective approaches to tracking learners' progress through the Broad General Education and in developing approaches to moderation involving all staff. While children and young people have opportunities to learn within different contexts, this is not planned in a sufficiently coherent way. While more special schools now have a clearer concept of what the Senior Phase looks like for young people with complex additional support needs, this is an area where more work needs to be done. Schools need to ensure that young people receive their entitlement to a Senior Phase and to support them to move on to a positive and sustained destination.

Learning communities

Since 2008, Inspection has also covered the learning community around non-denominational secondary schools, looking at young people's learning outside the school day. This has resulted in a significant evidence base of these activities. Youth work outside the school day is largely delivered by local authority youth work services, Third Sector organisations and sports & cultural groups. Over 80% of youth work is evaluated as good and above. There is further room for improvement in joint self-evaluation activities with schools. Since 2007, there has been a significant increase in recognition of young people's wider achievements through the use of Achievement Awards, largely developed and delivered by Third Sector Organisations. The value of these achievements for all young people is increasingly being recognised by schools and Local Authorities as a key part of Curriculum for Excellence.

Parental engagement

Since the introduction of the Scottish Schools (Parental Involvement) (Scotland) Act 2006 parental involvement has been increasingly identified as key strength of schools and early learning and childcare settings. "Quality Improvement in Scottish Education: Trends in inspection findings 2008-2011" (Education Scotland, 2012) reported that partnership with parents had progressed since the previous three-yearly report, and was a key strength in the pre-school, primary and special sectors. The report also noted that schools and early years centres were becoming increasingly active in working with partners to support learning for parents and carers.

Evidence from inspection shows that schools and ELCC settings are working with parents across a range of areas. These include building parents' confidence to effectively support their child, effective home/school partnerships, curriculum development, P7 and S3 profiling and reporting to parents, supporting the understanding of new qualifications, effective home study, school improvement, and showcasing aspects of learning.

Recent inspections of learning communities provide evidence that community learning and development (CLD) is also encouraging parents to engage with and have a more active role in their children's education. Community learning opportunities enable parents and children to develop their confidence and self-esteem, form supportive friendships and learn new skills and community development and capacity building is supporting effective community organisations such as parent forums.

SUPPORT FOR LEARNING, TEACHING AND ASSESSMENT

Senior Education Officer team: support for curriculum areas

Our Senior Education Officer team has had an increasing impact over the last year and has provided well-received support for curriculum areas through a wide range of interventions. These have included: bespoke websites; extensive support for the new National Qualifications (NQs), including collation of materials provided by Local Authorities and other partners, and events organised jointly

with Scottish Qualifications Authority (SQA) and subject-based bodies; meetings with key groups to share good practice and discuss support needs; professional learning events for practitioners; e bulletins and blogs sharing key information; and ‘Glow Meet’ seminars.

In 2014-15, we plan to provide support for aspects identified as priority through our engagements with practitioners, including what we know from inspection. This includes: publication of an extensive range of further support for new NQs from National 1 through to Advanced Higher; continued collaboration with Local Authorities and other partners; support and development of Glow 365 to facilitate networking and sharing of good practice; engagement events with practitioners; development of professional resources; further exemplification of Senior Phase models/subject choice pathways and participation in SQA Advanced Higher implementation events.

Secondary school sector: support for new NQs

We have published:

- Professional Focus Papers: 5 for N1 Units; 12 for N2 Courses; all 39 N3 Courses
- Web-based support materials: All 39 N3 Courses; all 48 Higher Courses
- Route maps through assessment: All 39 N4 Courses; all 44 N5 Courses
- Route maps through learning, teaching and assessment for all 48 Higher Courses.

In addition to the above resources, teachers and Local Authorities themselves continue to share locally developed materials. To date, we have published 135 packages from 22 Local Authorities covering 37 subject areas.

We have also highlighted to practitioners the very helpful series of resources produced by National Parent Forum Scotland (NPFSS) for example the “Nutshell” series. These resources were designed to help parents understand the new NQs, and have proved a valuable resource for teachers also.

These support materials have been used extensively by secondary teachers. As of 31 August 2014, our NQ website has had 83,619 visits. Our Glow NQ site has had 22,997 unique visits since its launch. This year we are refreshing our materials in light of feedback and as part of our response to the NQ reflections group report.

Web based support materials for all Advanced Higher Courses, N1 Units and N2 Courses will be published by March 2015. These will include advice on approaches to learning and teaching, and will have a focus on the development of critical thinking skills and independent learning.

We are working with education authorities to monitor and support the patterns of uptake of new and existing higher courses for session 2014-15.

Secondary school sector: national events on leadership of CfE Senior Phase

In February and March 2014, Education Scotland worked with School Leaders Scotland (SLS) and the Association of Directors of Education Scotland (ADES) to organise four national events on the leadership of the Senior Phase of CfE. Secondary head teachers and depute head teachers from every school in Scotland were invited to attend, along with local authority officers and key partners. The events were very successful in sharing emerging good practice around Senior Phase models and progression pathways for young people. They were also a useful source of feedback on further support needed for the next phase of implementation. In response to issues raised at these events, we published on 30 June a “toolkit” to support schools in evaluating key aspects of the curriculum from S1 to S3. We now plan an annual conference for secondary head teachers and deputies.

Secondary school sector: professional dialogue visits

Between December 2013 and June 2014, Education Scotland staff made a total of 70 visits to secondary schools across all 32 Local Authorities and held discussions with head teachers and other

promoted staff. The visits provided Education Scotland with important information to help plan support and engage with the profession, and informed plans for the events referred to above. We have published a brief summary of the key messages emerging from these visits on our website.

Education Scotland is continuing with the secondary school professional dialogue programme and is visiting a further 50 schools between September and December 2014. The visits provide Education Scotland with up-to-date information to inform a range of activities as well as provide tailored support to schools as they continue to develop their curriculum model. This is particularly important as we move towards preparing a report for the OECD.

Schools have recognised these visits as an opportunity for professional dialogue around the challenges and opportunities of implementing aspects of CfE. The last round of visits included only senior promoted staff in schools but this session's visits will also involve class teachers and young people. Head teachers also have the opportunity to involve a head teacher colleague in the discussions to broaden ideas.

The areas of focus with senior promoted staff are:

- What is the nature of the strategic planning you have in place and its likely impact on taking forward the 3-18 curriculum?
- How are you progressing towards better transitions into S1 and post 16 through CfE?
- How well are you progressing towards building confidence in education through partnerships with key stakeholders including parents?
- How are you responding to the report of the Commission on Scotland's young Workforce? What support is needed?
- In your learning community how well are partners planning and working together to improve CfE outcomes?
- How well is the roll out of the new Higher qualifications progressing?
- How is Insight being used to support improvement?
- What further support is required from Education Scotland and national partners?

By the end of 2014, Education Scotland will have engaged in professional dialogue around the curriculum with over 170 secondary schools since December 2013.

Secondary school sector: responding to the recommendations of the Working Group on the first year of the new NQs

An addendum to the CfE Implementation Plan is being developed which will outline the actions to be undertaken by Education Scotland, SQA and Scottish Government in response to the recommendations made in the Reflections Group Report. Each recommendation was reviewed by the organisation(s) concerned and activities to address each of these identified together with timescales for completion. The development of the addendum has been overseen by the CfE Implementation Group and will be published in early October on the Education Scotland website. Examples of the action we are taking are noted below.

Assessment: Education Scotland is developing a range of support materials which will exemplify good practice around assessment. This includes exemplars of approaches to tracking and monitoring achievement from S1 to S3 and how this can be used in planning progress through the Senior Phase. The approaches to learning and assessment will be shared using outreach activities such as professional dialogue, conversation days and support visits to schools.

National Qualifications: In partnership with the SQA, Education Scotland will hold subject based events for National 4, National 5 and Higher. These events built on the substantial number of subject

events already held for Nationals and Highers in partnership with SQA. The final curriculum areas will be agreed with qualifications managers at the SQA. Senior Education Officers within Education Scotland will continue to review the materials for National 4 and National 5 courses to ensure they continue to be up to date.

Education Scotland is undertaking a review of its online service to enable teachers to access the information they need as quickly as possible. A new 'key curriculum support' website has been launched.

We continue to work with all partners to enable unnecessary bureaucracy to be reduced. This has included a very successful range of events delivered in partnership with teacher professional associations, case studies on our website, a research programme and advice and monitoring activities with education authorities and the Scottish Government.

Further specific support for the primary sector

Education Scotland is currently running a series of five national leadership conferences for primary head teachers in partnership with ADES, EIS and AHDS. Places have been made available for 40% of primary school leaders in each local authority. Three of the events have already taken place with virtually all places being filled at each event.

The evaluations for these events have been very positive with participants welcoming the opportunity to hear from Education Scotland directly, participate in a range of seminars led by practitioners from across the country and to engage in professional dialogue with colleagues both from their own Local Authorities and others.

Education Scotland continues to undertake post-inspection support in partnership with Local Authorities. This takes a number of forms, including support designed specifically for individual schools, clusters of schools, larger groups of head teachers or local authority staff. Most of this work has focused on continuing to develop the curriculum.

Three primary conversation days have been held in recent months. Two have focused on the development of the primary curriculum. Head teachers have shared the story of their own school. There were also opportunities to engage in dialogue with colleagues from other authorities. More of these events will be held across the country over the coming months. The third (held on 22 August) was focused on supporting science in early years and primary as well as at transition points.

Education Scotland continues to share examples of interesting and innovative practice picked up via the inspection process. These are shared on the Journey to Excellence and the Education Scotland websites. Over 30 new films were published at the end of July 2014.

A range of support has been published to support primary practitioners across a variety of curriculum areas. This includes:

- The Scottish Survey of Literacy and Numeracy (SSLN) professional learning resource for numeracy;
- Primary one Literacy Assessment and Action Resource (POLAAR);
- A 1+2 approach to modern languages; and
- Physical Education, Physical Activity.

Curriculum, Learning, Teaching, Assessment and Support (CLTAS) National Forums

The overall purpose of the CLTAS National Forums is to secure, consolidate and embed CfE, maintain its relevance for all learners and ensure it is capable of delivering high-quality learner outcomes.

Four CLTAS National Forums are now being established: 3-18 National Digital Learning Forum; 3-18 National Expressive Arts Forum; 3-18 National Mathematics and Numeracy Forum; 8-16 National Middle Years Forum.

A further nine CLTAS National Forums will be established during 2015. This approach has the potential to reduce the need for major curriculum overhaul every few years. The CLTAS forums will consider actions from the report of the working group referred to above at both national and individual subject level.